


Results Accountability Decision-making and Budgeting

**Trying Hard
Is Not
Good Enough**

How to Produce Measurable Improvements
for Customers and Communities

Mark Friedman

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Santa Fe, New Mexico
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**SIMPLE
COMMON SENSE
PLAIN LANGUAGE
MINIMUM PAPER
USEFUL**



Results Accountability

is made up of two parts:

Population Accountability
about the well-being of

WHOLE POPULATIONS

For Communities – Cities – Counties – States - Nations

Performance Accountability
about the well-being of

CLIENT POPULATIONS

For Programs – Agencies – and Service Systems

Results and Performance Accountability

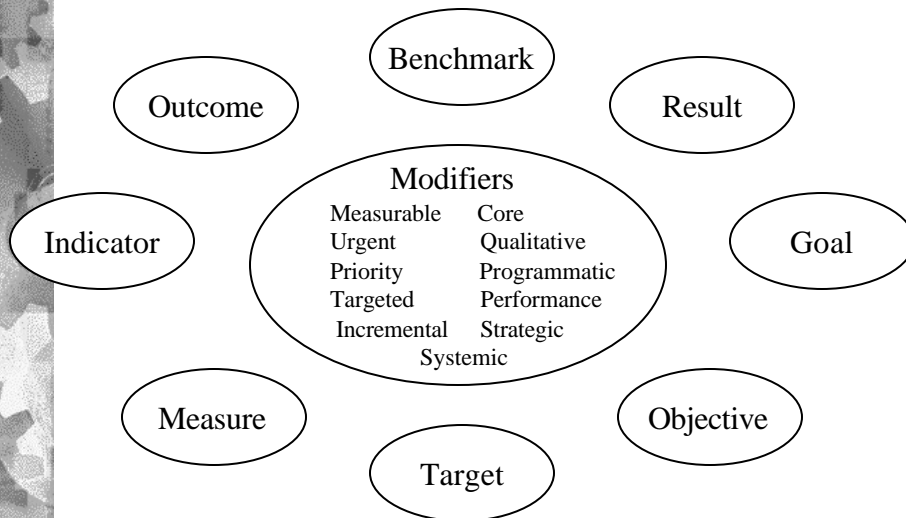
COMMON LANGUAGE

COMMON SENSE

COMMON GROUND

THE LANGUAGE TRAP

Too many terms. Too few definitions. Too little discipline



Lewis Carroll Center for Language Disorders

DEFINITIONS

RESULT or OUTCOME

A condition of well-being for children, adults, families or communities.

Children born healthy, Children succeeding in school,
Safe communities, Clean Environment, Prosperous Economy

INDICATOR or BENCHMARK

A measure which helps quantify the achievement of a result.

Rate of low-birthweight babies, Rate of high school graduation,
crime rate, air quality index, unemployment rate

PERFORMANCE MEASURE

A measure of how well a program, agency or service system is working.

- Three types:
1. How much did we do?
 2. How well did we do it?
 3. Is anyone better off? = Customer Results

From Ends to Means From Talk to Action

RESULT or OUTCOME

INDICATOR or BENCHMARK

PERFORMANCE MEASURE

ENDS

MEANS

Customer result = Ends
Service delivery = Means

IS IT A RESULT, INDICATOR OR PERFORMANCE MEASURE?

- ___ 1. Safe Community
- ___ 2. Crime Rate
- ___ 3. Average Police Dept response time
- ___ 4. A community without graffiti
- ___ 5. % of surveyed buildings without graffiti
- ___ 6. People have living wage jobs and income
- ___ 7. % of people with living wage jobs and income
- ___ 8. % of participants in job training who get living wage jobs

1. R 2. I 3. PM 4. R 5. I 6. R 7. I 8. PM

Results – Indicators – Performance Measures in Amharic, Cambodian, Laotian, Somali, Spanish, Tigrigna, Vietnamese

<u>RESULT</u>	SOMALI: JAWAB
Cambodian: វិស័យ (LITHPHAL)	(Oromiffa) → Argaa-Ma'ee
<u>RESULTADO</u>	
LAOTIAN: ຜົນສຳເລັດ	
Wtsit (amharic) TIGRIGNA	
Wtsit (amharic) AMHARIC	
KẾT QUẢ (Vietnamese)	HUOC TIÊU (Vietnamese)
<u>INDICATOR</u>	
Cambodian: ឧបករណ៍ (ATTRA NEY LITHPHAL)	
Medida INDICADOR	TIÊU KIẾN (Vietnamese)
SOMALI: TUSSE	AGARSISAA (Oromiffa)
LAOTIAN: ຜົນສຳເລັດ	
MEM ZENI (amharic) TIGRIGNA	
MELEKIYA (amharic) AMHARIC	
<u>PERFORMANCE MEASURE</u>	
Cambodian: វិស័យ (PHAL NEY DANNEA)	
Medida de Logros	Hagann-taka clandany (Oromiffa) CII
SOMALI: Wax ka gabad	
LAOTIAN: ຜົນສຳເລັດ	
NAY SERGHAT MEM ZENI (amharic) TIGRIGNA	
YESIRA MELEKIYA (amharic) AMHARIC	
HÀNH ĐỘNG THIẾT THỰC (Vietnamese)	

Tool for Choosing a Common Language Schematic

Ideas	Possible Labels		Choice
	Words	Modifiers	
1. A condition of well-being for children, adults, families and communities	Result Outcome Goal	Population Community-wide	1. _____
2.			2. _____
3.			3. _____
4.			4. _____
5.			5. _____
6.			6. _____

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Translation Guide/Rosetta Stone

Not the Language Police

Ideas	Group 1	Group 2	Group 3 etc.
1. A condition of well-being for children, adults, families & communities	RESULT	OUTCOME	GOAL
2.		TRANSLATION	
3.		Back to the Idea	
etc.			






POPULATION ACCOUNTABILITY

For Whole Populations
in a Geographic Area

Fiscal Policy Studies Institute
Santa Fe, New Mexico
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www.raguide.org



Results for All Residents ☆
of the State, County, City or Neighborhood

A Prosperous Economy

A Clean Environment


Healthy and Safe Communities

Children Ready for and Succeeding in School

Parents and Other Adults Healthy and Self-Sufficient

Elders Living with Dignity in Setting of Their Own Choice

☆ See also: "Healthy, Wealthy and Wise" or "Life Liberty and the Pursuit of Happiness"



Results for Children, Families and Communities

A Working List

Healthy Births

Healthy Children and Adults

Children Ready for School

Children Succeeding in School

Young People Staying Out of Trouble

Stable Families

Families with Adequate Income

Safe and Supportive Communities



Georgia Policy Council for Children and Families

RESULTS

Healthy Children

Children Ready for School

Children Succeeding in School

Strong Families

Self Sufficient Families

Placer County, California
OUTCOMES for CHILDREN
SAFE
HEALTHY
AT HOME
IN SCHOOL
OUT OF TROUBLE

SMART Outcomes - Child Assessment Form
To score, block out the appropriate rating with a pencil or dark pen.

Placer Co.
1/23/97

Child's name: _____ Date: _____ Assessed by: _____

(Rating) **SAFE**

1. 5 4 3 2 1 Physical and emotional needs are being satisfied
2. 5 4 3 2 1 Not subject to physical or emotional violence
3. 5 4 3 2 1 Not exposed to injury or illness
4. 5 4 3 2 1 Not placing self at risk of injury or illness
5. 5 4 3 2 1 Well treated, cared for, protected and respected

(Rating) **HEALTHY**

6. 5 4 3 2 1 Experiencing physical and emotional well being; free of disease or recurring illness
7. 5 4 3 2 1 Experiencing positive self attitude and self-constructive behavior
8. 5 4 3 2 1 Immunized and receiving regular well-child care
9. 5 4 3 2 1 Free of illicit drugs and alcohol
10. 5 4 3 2 1 Not pregnant / not causing pregnancy; if pregnant, participating in prenatal care
11. 5 4 3 2 1 Achieving appropriate level of physical, mental and emotional development

(Rating) **AT HOME**

12. 5 4 3 2 1 Living with related family members in a safe, stable, nurturing environment
13. 5 4 3 2 1 Interacting positively with all other persons at home
14. 5 4 3 2 1 Receiving appropriate care, shelter, food, and other necessities of life
15. 5 4 3 2 1 Experiencing a positive family and community environment

(Rating) **IN SCHOOL**

16. 5 4 3 2 1 Attending school every school day
17. 5 4 3 2 1 Enrolled in an educational program that suits abilities and goals
18. 5 4 3 2 1 Participating, engaged in school work, and learning
19. 5 4 3 2 1 Earning good grades appropriate to ability, level of development and future goals

(Rating) **OUT OF TROUBLE**

20. 5 4 3 2 1 Obeying all laws
21. 5 4 3 2 1 Engaged in self-controlled, positive, non-violent behavior
22. 5 4 3 2 1 Friends and peers are non-offenders
23. 5 4 3 2 1 Not in custody or on probation
24. 5 4 3 2 1 Not associating or involved with gangs
25. 5 4 3 2 1 Contributing to the health and safety of the community

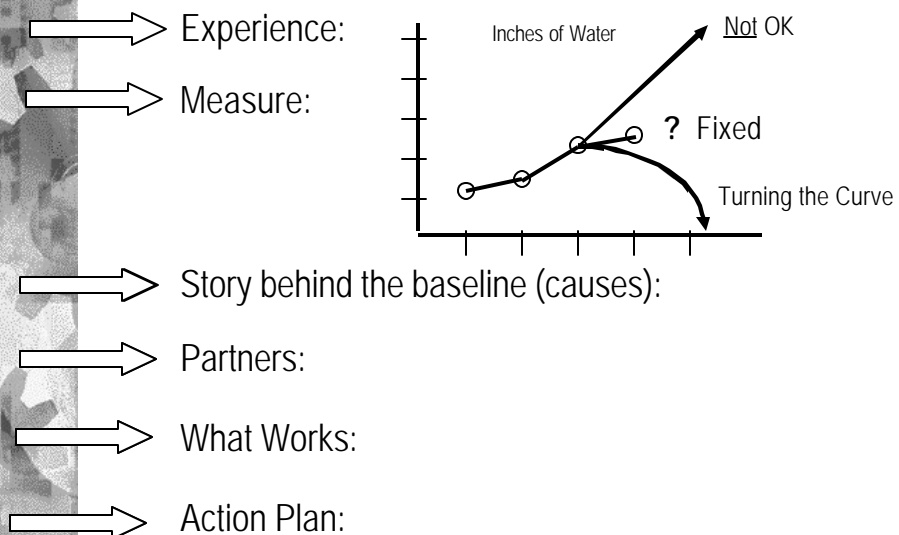
ASSESSMENT RATING KEY:

- 5 = Sustaining the outcome with no system support
- 4 = Sustaining the outcome with limited system support
- 3 = Stable and improving with system support
- 2 = Unstable
- 1 = In crisis
- = (Leave blank if current status is unknown.)

MEANS not ENDS
To Improving Results In Themselves

1. COLLABORATION
2. SYSTEMS REFORM
3. SERVICE INTEGRATION
4. DEVOLUTION
5. FUNDING POOLS

Leaking Roof (Results thinking in everyday life)



Results-Based Decision Making

Getting from Talk to Action

Population: e.g. Children prenatal to age 5

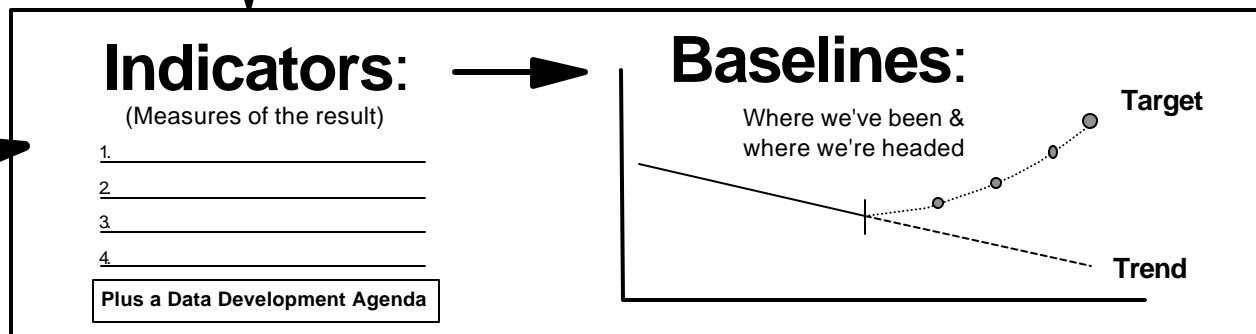


Result: e.g. Children enter school healthy and ready to learn

What we want for children in plain English, plain Spanish...



→ **Plus how we experience the result**



→ **Plus a Cost of Bad Results Analysis**

Story behind the baselines:

The causes, the forces at work; the epidemiology of the baselines

Plus Information & Research Agenda Part 1

Partners with a role to play:

Public and private sector agencies and individuals

What works

What would it take to turn the curve in this community, best practices, best hunches

Plus Information & Research Agenda Part 2

Criteria

Could include:

Specificity: clear who, what, when, where, how

Leverage: power to turn the curve

Values: consistent with community values

Reach: feasible, affordable

Action Plan and Budget

What we propose to do: multi-year action plan and budget

How the "what works" pieces fit together in a **community system** of services and supports

Performance Measures: Measures of how well programs, services, supports, agencies and service systems, included in the action plan, are working: How much did we do? How well did we do it? Is anyone better off?

Criteria for Choosing Indicators as Primary vs. Secondary Measures

Communication Power

Does the indicator communicate to a broad range of audiences?

Proxy Power

Does the indicator say something of central importance about the result?

Does the indicator bring along the data **HERD**?

Data Power

Quality data available on a timely basis.

Choosing Indicators Worksheet

Outcome or Result Safe Community

Candidate Indicators	Communication Power	Proxy Power	Data Power
Measure 1	H M L	H M L	H M L
Measure 2			
Measure 3	H	H	H
Measure 4			
Measure 5	H	H	L
Measure 6			
Measure 7			
Measure 8			

Data Development Agenda

Three Part Indicator List for each Result

Part 1: Primary Indicators

- ? 2 or 3 or 4 "Headline" Indicators
- ? What this result "means" to the community
- ? Meets the Public Square Test

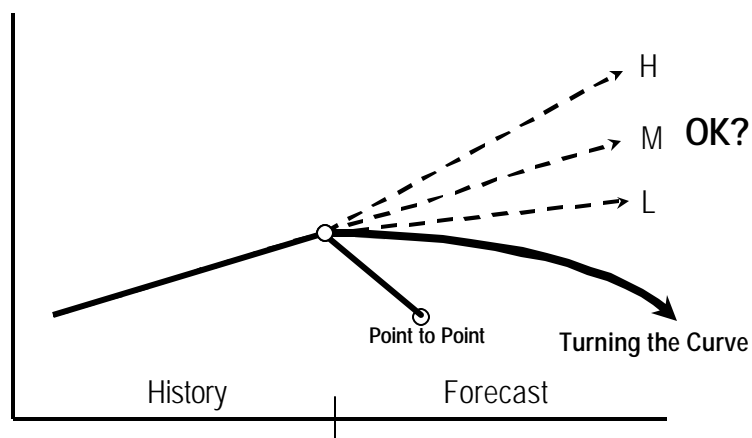
Part 2: Secondary Indicators

- ? Everything else that's any good (Nothing is wasted.)
- ? Used later in the Story behind the Curve

Part 3: Data Development Agenda

- ? New data
- ? Data in need of repair (quality, timeliness etc.)

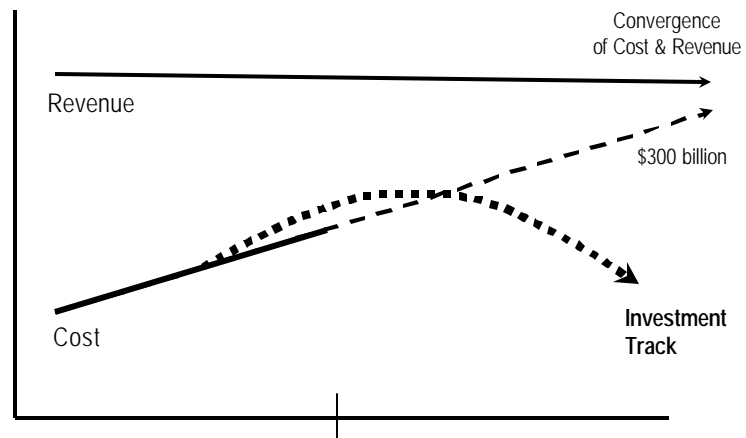
The Matter of Baselines



Baselines have two parts: history and forecast

The Cost of Bad Results

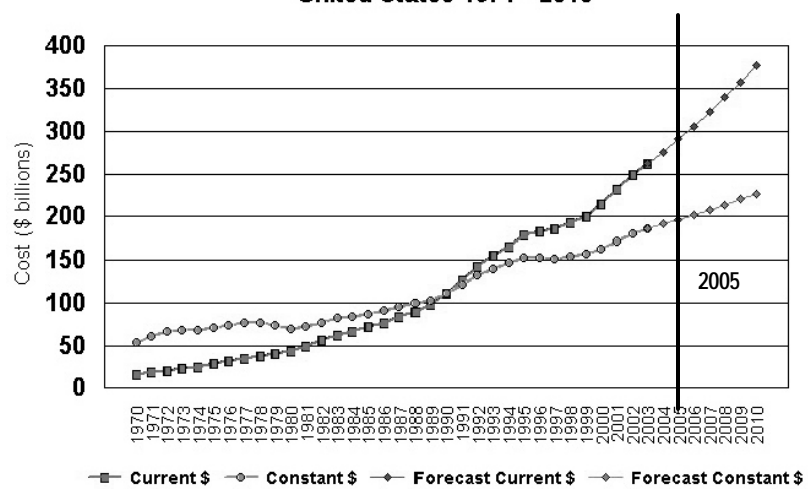
The costs of remediating problems after they occur



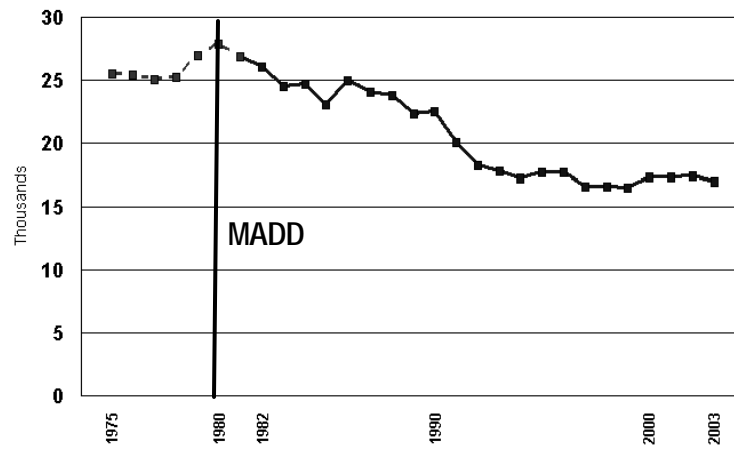
Invest in prevention to reduce or avoid out-year costs.

Total Cost of Bad Results

United States 1971 - 2010

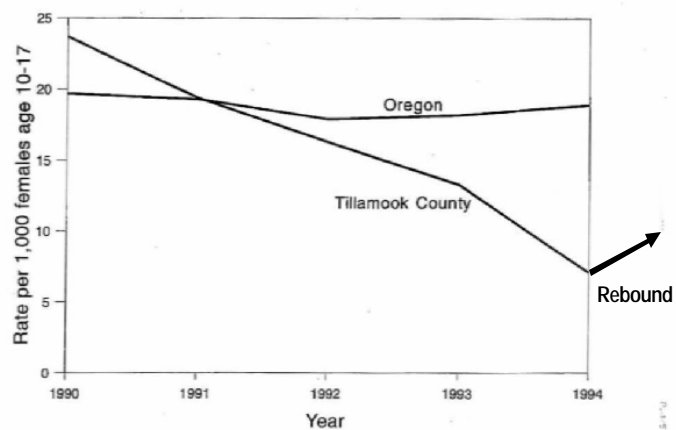


Alcohol-Related Traffic Fatalities U.S. Total



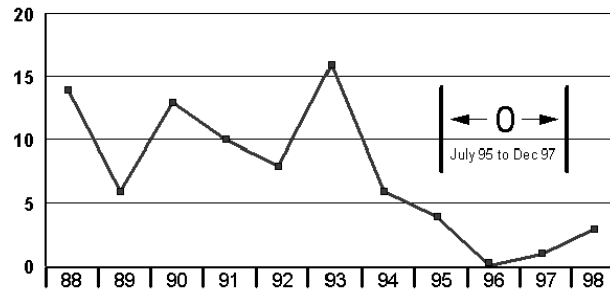
Source 1982 to 2003: Actual data from the NHTSA Fatality Analysis Reporting System (FARS)
Source 1975 to 1981: Estimate based on NHTSA data provided to VT AHS

Teen Pregnancy Rates, 1990-1994



Source: Oregon Health Division, Center for Health Statistics

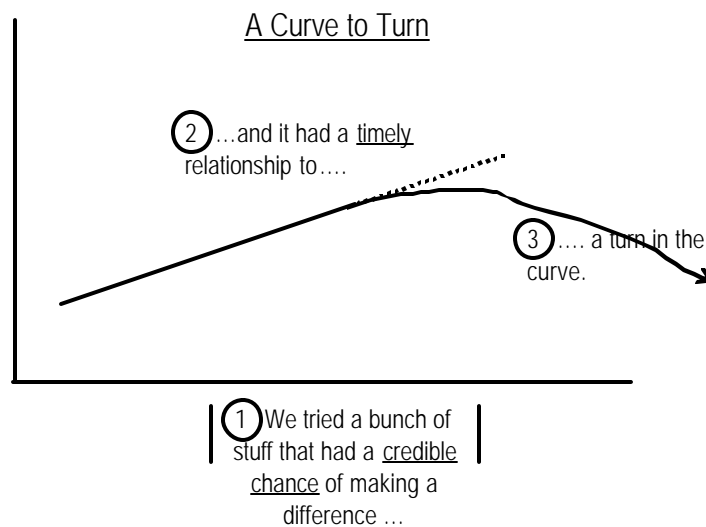
Boston Juvenile Homicides 1988 to 1998



Note: Juvenile is less than age 17.

Data Source: Boston Police Department

Alternative to Traditional Evaluation Methods: DEMONSTRATING a CONTRIBUTION to complex change efforts ... requires 3 elements:




© FPSI



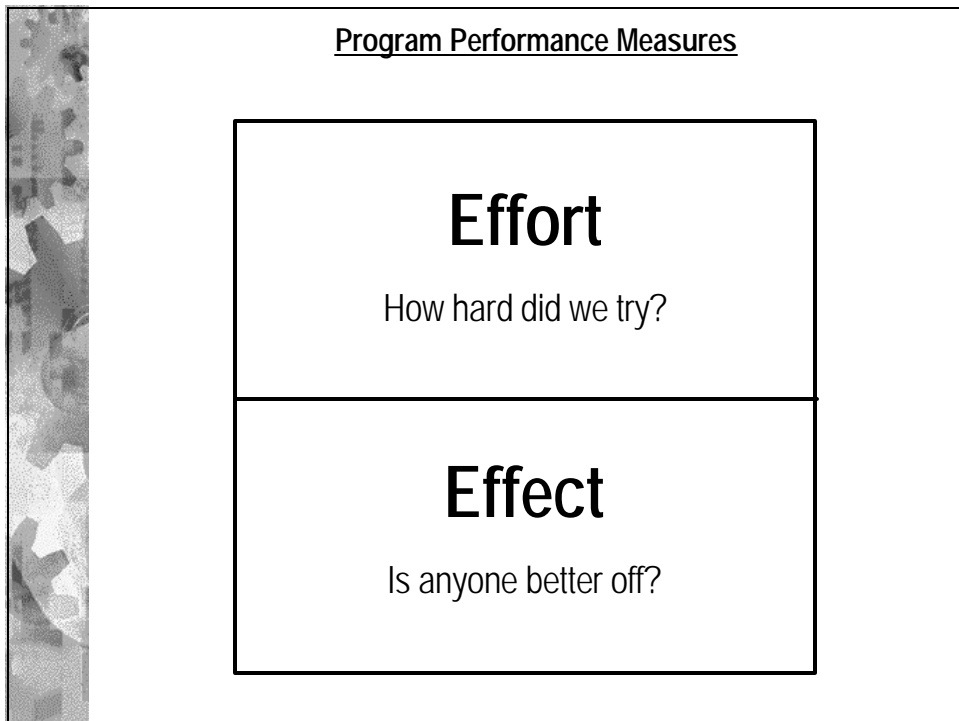
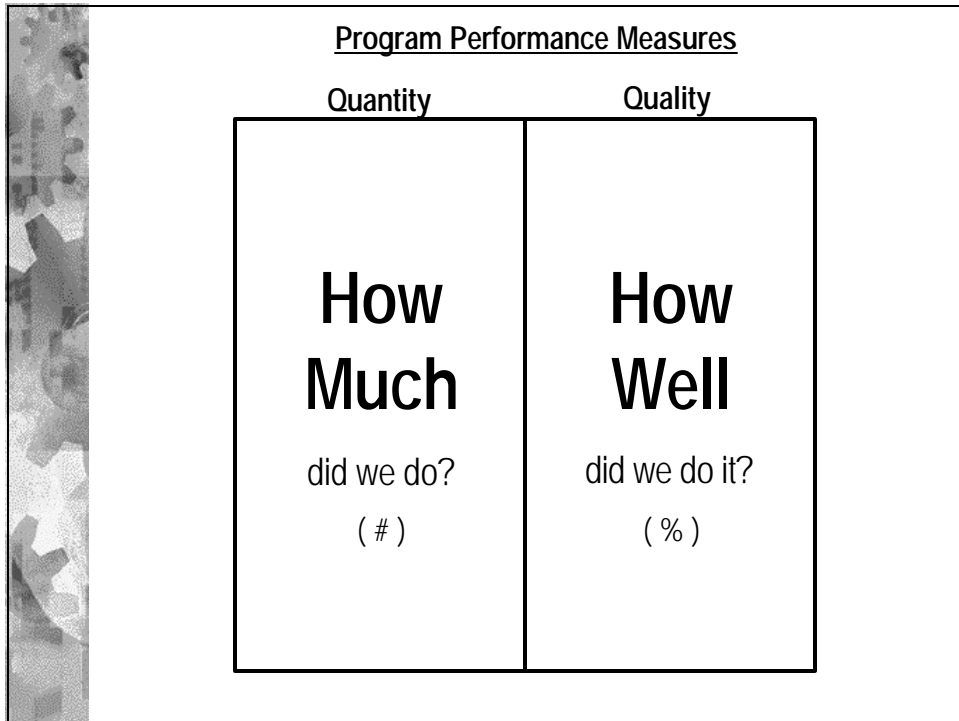
Performance Accountability

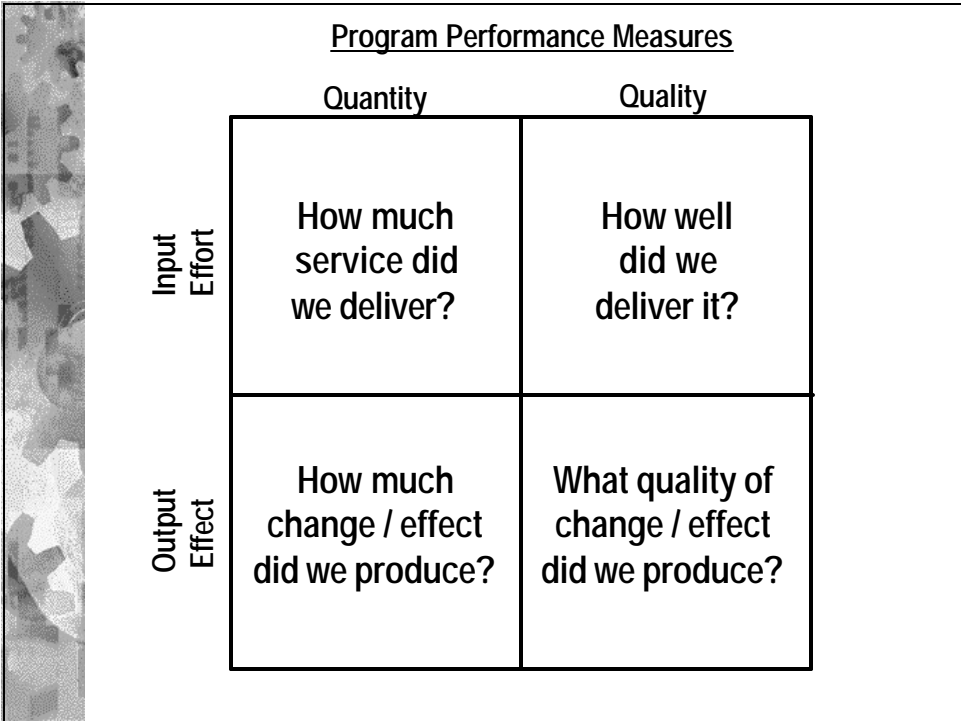
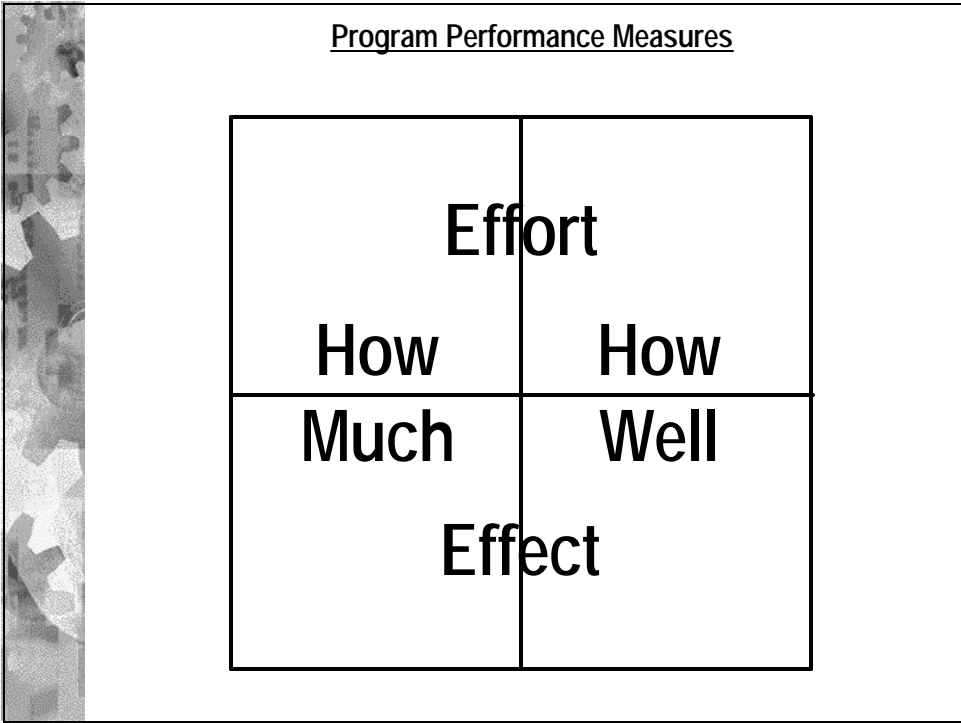
For Programs, Agencies and
Service Systems

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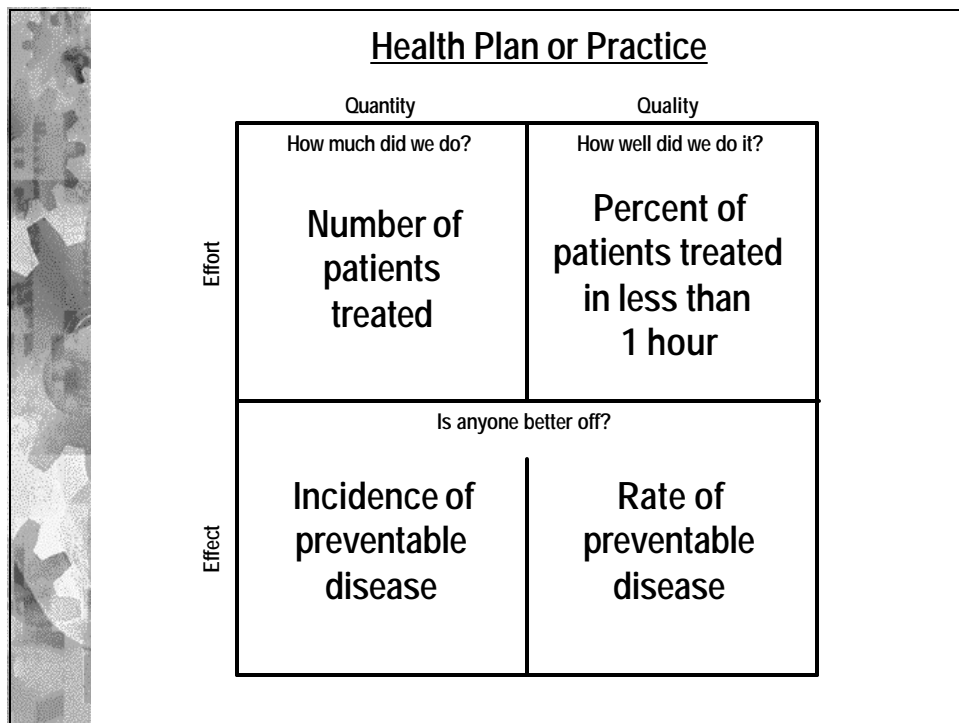
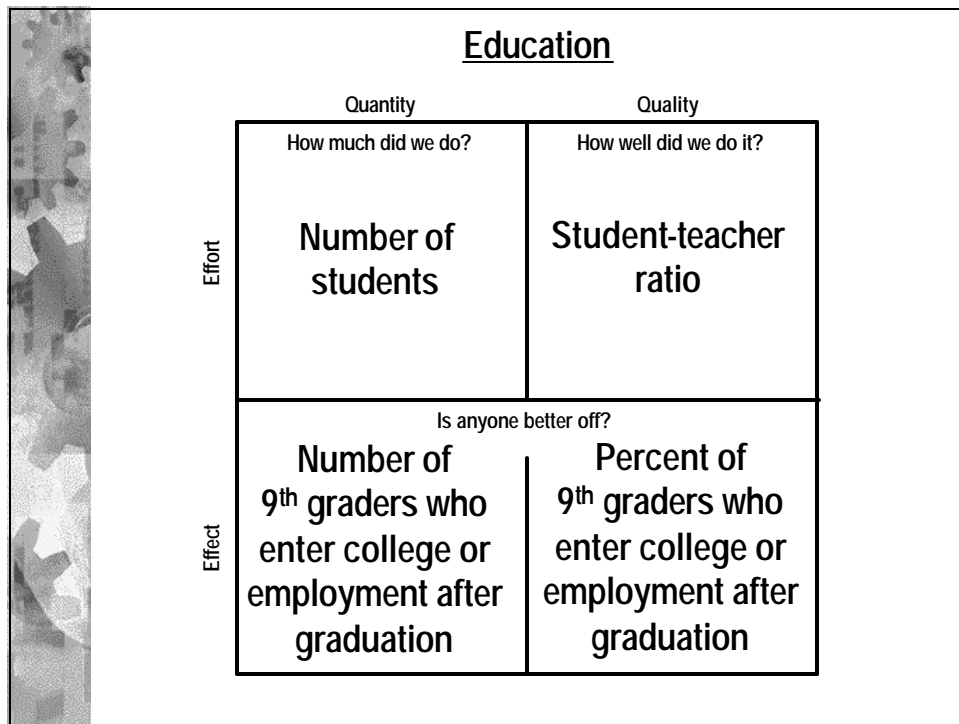
**“All Performance Measures
that have ever existed
in the history of the universe
involve answering two sets of
interlocking questions.”**

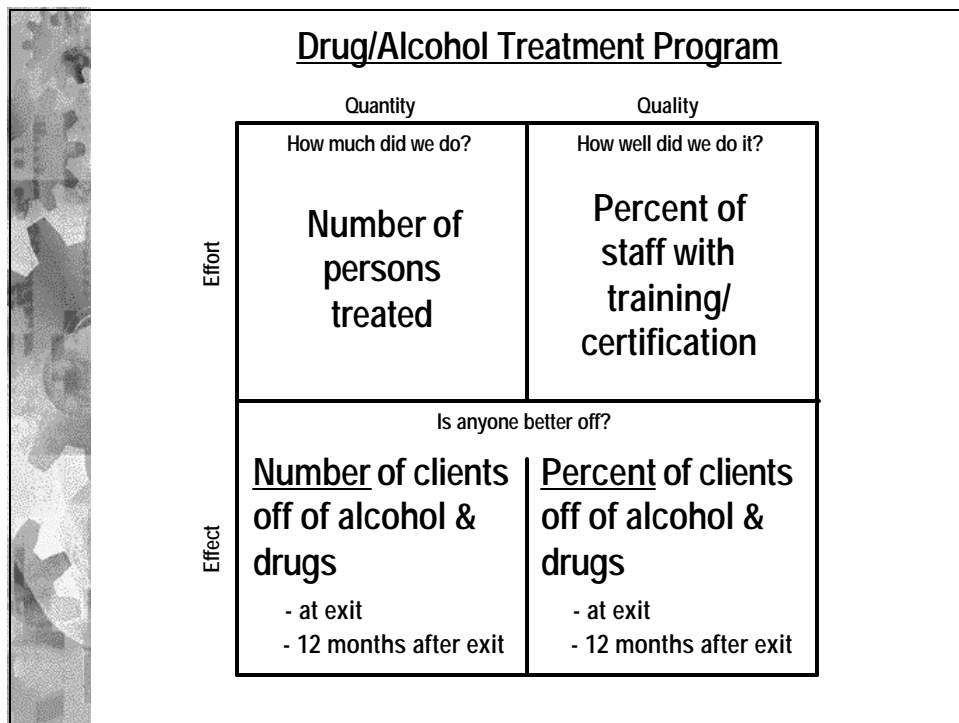
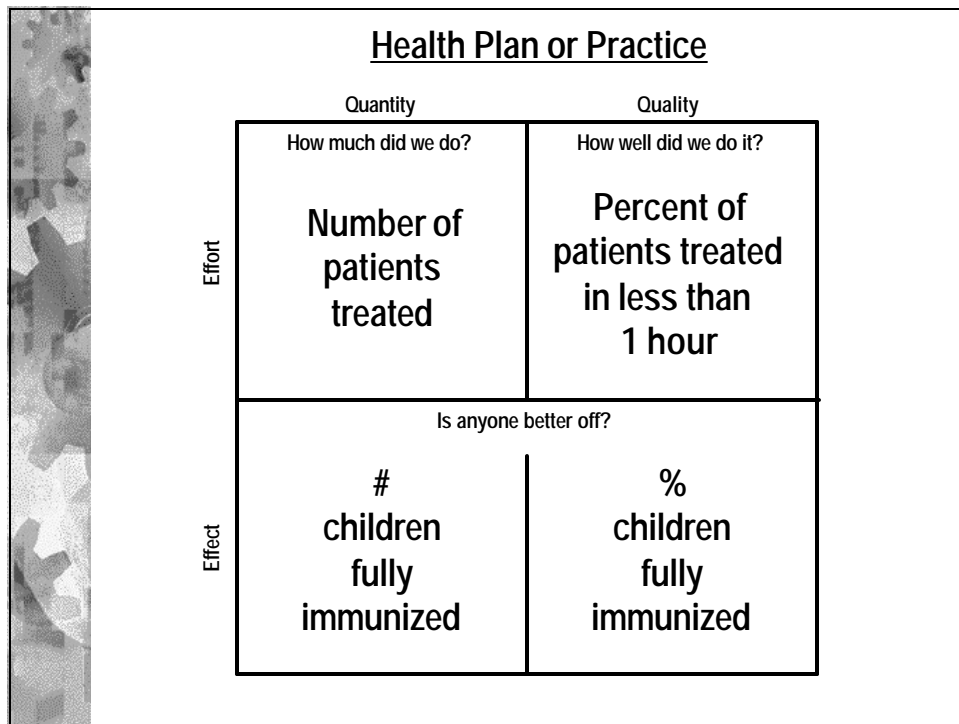


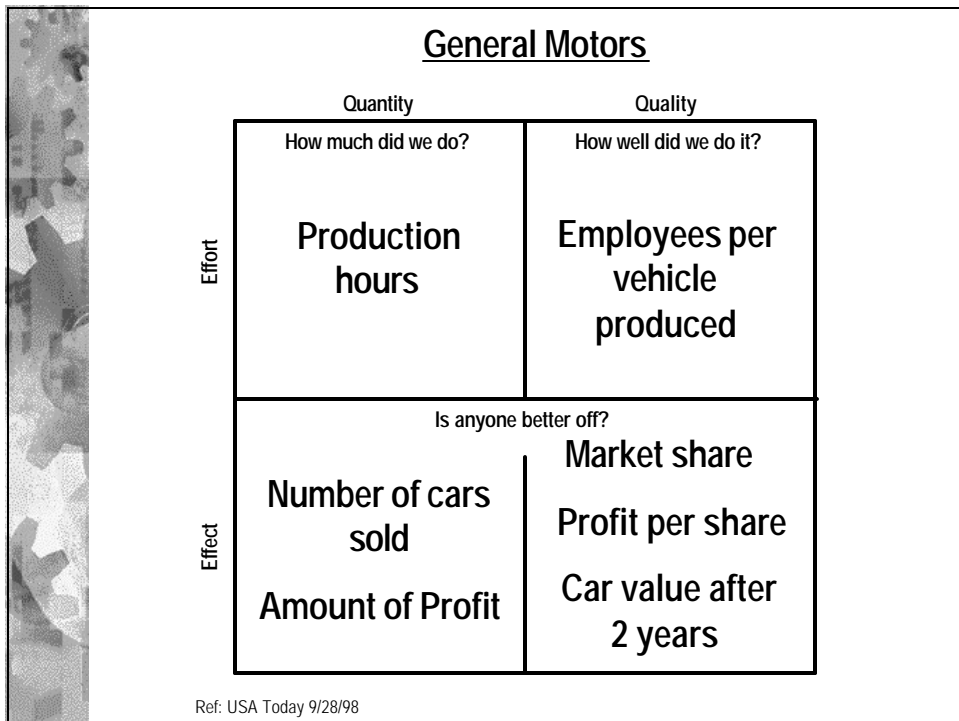
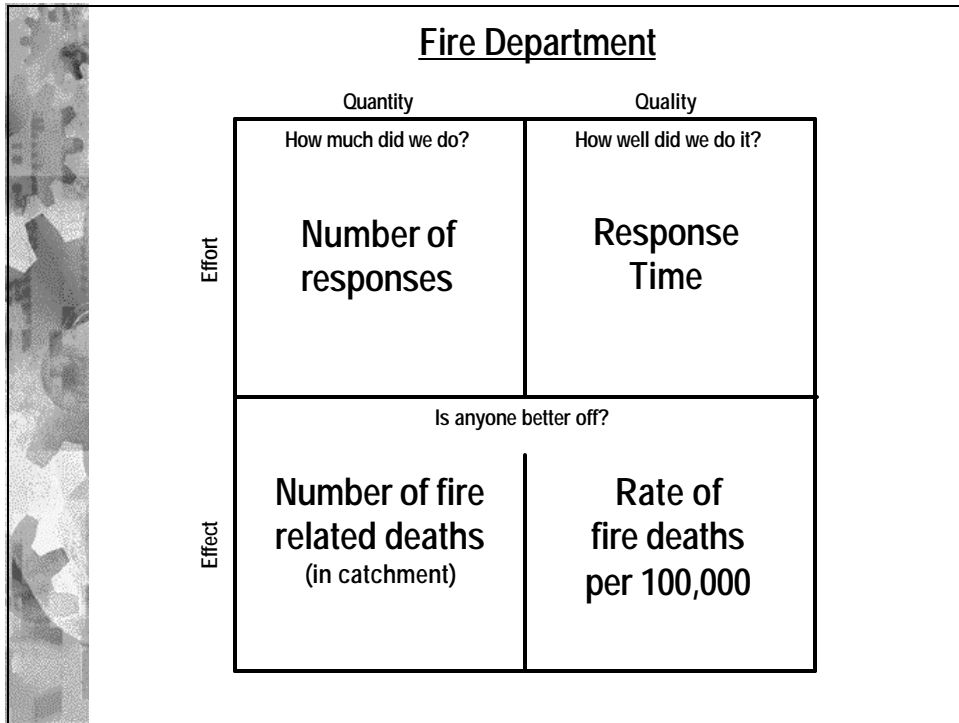


<u>Program Performance Measures</u>		
	Quantity	Quality
Effort	How much did we do?	How well did we do it?
Effect	Is anyone better off?	
	#	%

<u>Education</u>		
	Quantity	Quality
Effort	How much did we do? Number of students	How well did we do it? Student-teacher ratio
Effect	Is anyone better off?	
	Number of high school graduates	Percent of high school graduates



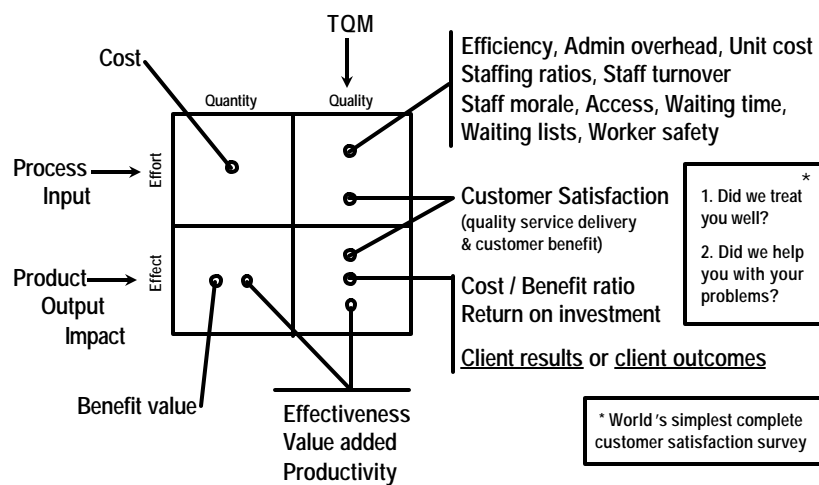


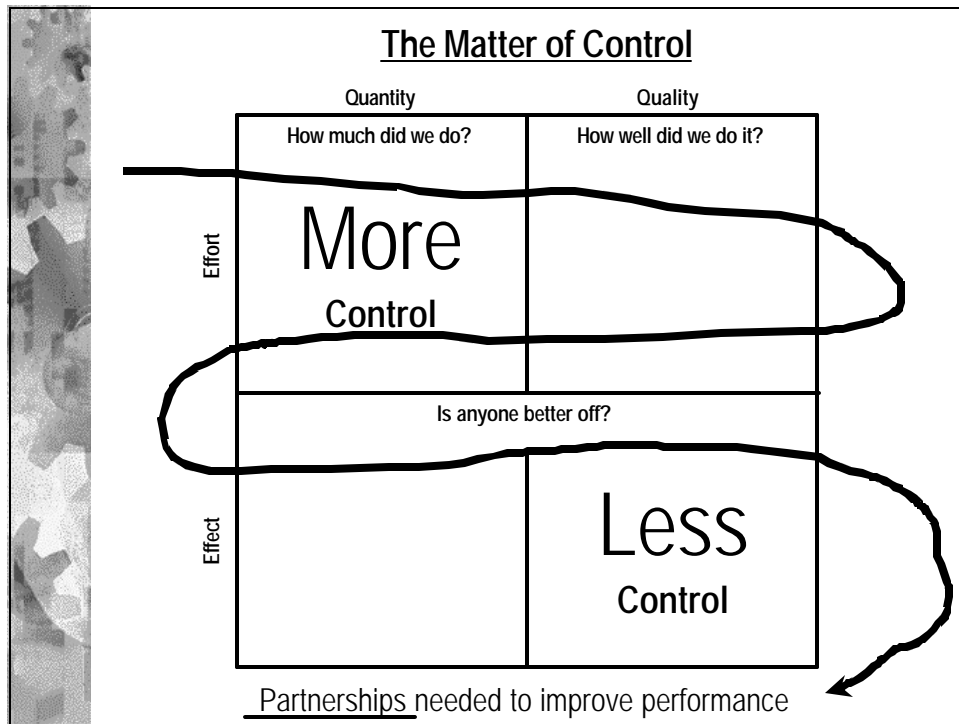


Not All Performance Measures Are Created Equal

	Quantity How much did we do?	Quality How well did we do it?
Effort	Least Important	2nd Most Important
Effect	3rd Most Important	Most Important

RBA Categories Account for All Performance Measures (in the history of the universe)





- The Matter of Use**
1. First Purpose is to Improve Performance
as a contribution to improving results
 2. Avoid the Performance Measurement Equals Punishment Trap
 - Acknowledge the experience as real.
 - Work to create a healthy organizational environment
 - Start small.
 - Build bottom-up and top-down simultaneously.

Comparing Performance

1. To Ourselves First

Can we do better than our own history?

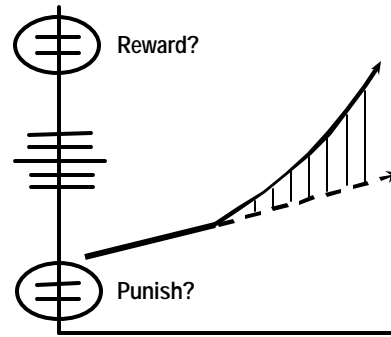
2. To Others

When it is a fair apples/apples comparison.

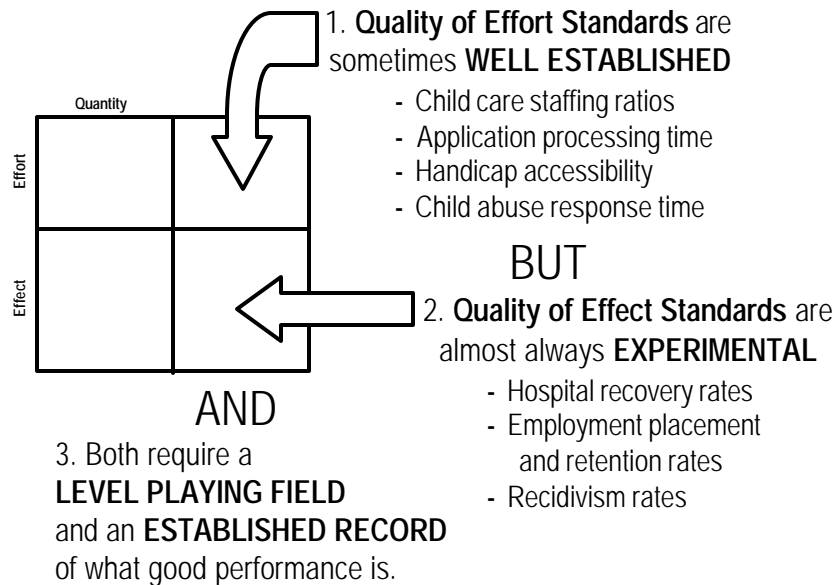
3. To Standards

When we know what good performance is.

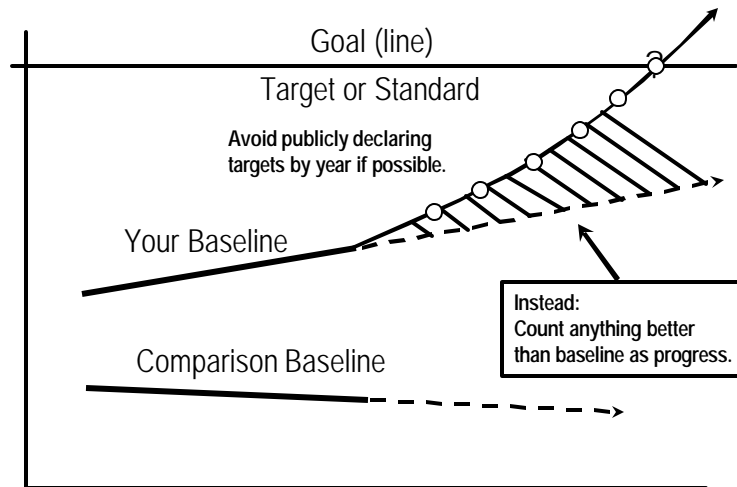
CHARTS ON THE WALL



The Matter of Standards



Advanced Baseline Display



Choosing Headline Measures and the Data Development Agenda

	Quantity	Quality	
	How much did we do?	How well did we do it?	
Effort	# Measure 1	% Measure 8	#3 DDA
	# Measure 2	% Measure 9	
	# Measure 3	⊙ % Measure 10	#2 Headline
	# Measure 4	% Measure 11	
	# Measure 5	⊙ % Measure 12	
	# Measure 6	% Measure 13	
	# Measure 7	% Measure 14	
Effect	Is anyone better off?		
	# Measure 15	% Measure 15	#2 DDA
	# Measure 16	% Measure 16	#3 Headline
	# Measure 17	⊙ % Measure 17	
	# Measure 18	% Measure 18	#1 Headline
	# Measure 19	⊙ % Measure 19	
	# Measure 20	% Measure 20	#1 DDA
	# Measure 21	% Measure 21	

Separating the Wheat from the Chaff

Types of Measures Found in Each Quadrant

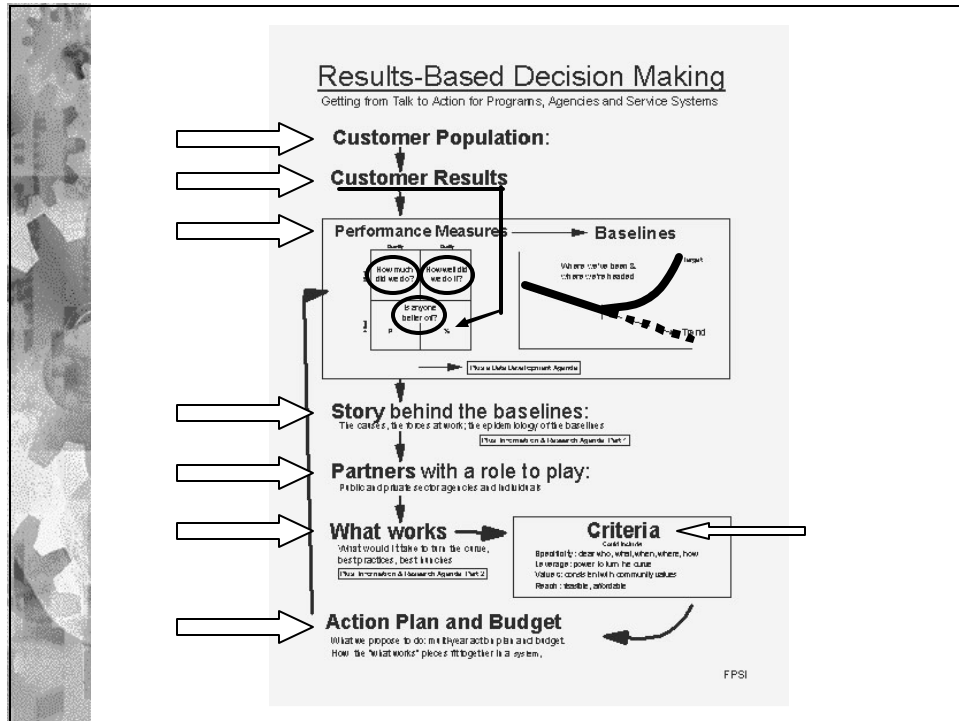
<u>What We Do</u>		<u>How Well We Do It</u>	
#	Clients/customers served	%	Common measures (e.g. client staff ratio, workload ratio, staff turnover rate, staff morale, % staff fully trained, % satisfied customers, % clients seen in their own language, worker safety, unit cost)
#	Activities (by type of activity)	%	Activity-specific measures (e.g. % actions timely, % clients completing activity, % actions correct and complete, % of actions meeting standard etc.)
<u>Is Anyone Better Off?</u>			
#	Point in Time vs. Point to Point Improvement	%	Skills / Knowledge (e.g. parenting skills)
#		%	Attitude (e.g. toward drugs)
#		%	Behavior (e.g. school attendance)
#		%	Circumstance (e.g. working, in stable housing)

Performance Accountability

For Programs, Agencies and Service Systems

1. Who are our **customers**, clients, people we serve? (e.g. children in a mentoring program)
2. How can we measure if our clients/customers are better off? (**performance measures about client results** - e.g. rate of high school graduation for mentees)
3. How can we measure if we are delivering service well? (**performance measures about service delivery** - e.g. ratio of mentors to mentees)
4. How are we doing on the most important of these measures? Where have we been; where are we headed? (**baselines** and story behind the baselines)
5. Who are the **partners** who have a potential role to play in doing better?
6. **What works**, what could work, to do better than baseline? (best practices, best hunches; incl. partners' contribution)
7. What do we propose to do? (multi-year action plan and budget; incl. no-cost / low-cost items)

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Education Performance Accountability

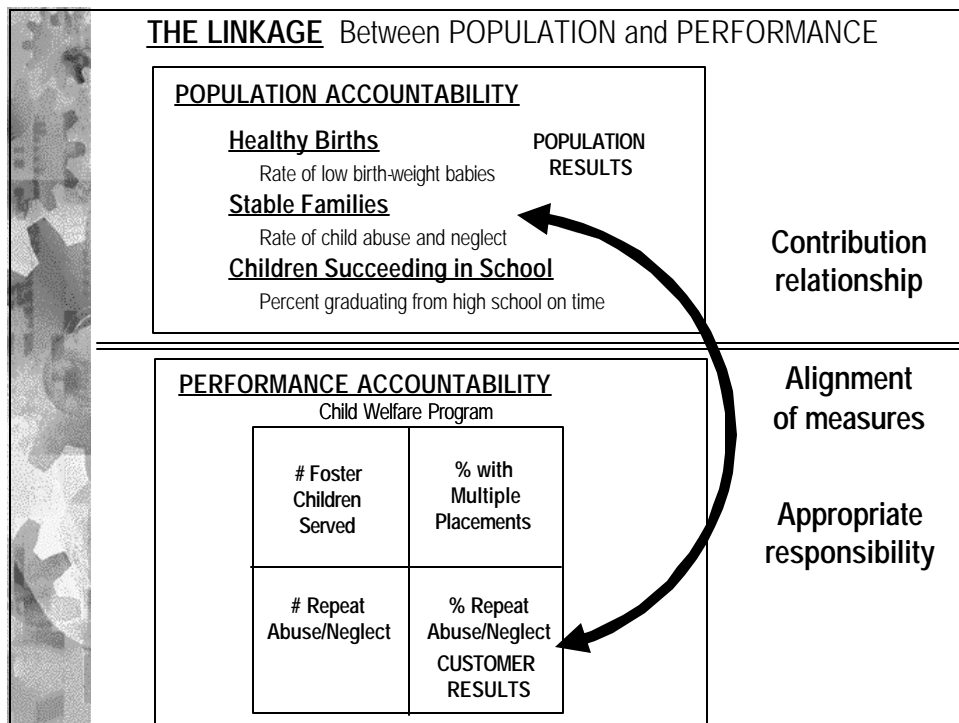
What's in it for me?

If I can.... Measure, Track, Improve & Show Performance

Then.... here's what's in it for me:

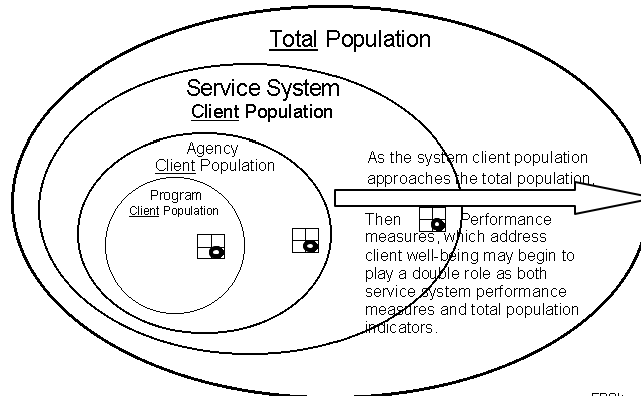
- ✎ Improvement = more money
- ✎ Success at the State's Accountability Game
- ✎ Student and Parent Satisfaction
- ✎ Tool vs. fingers crossed
- ✎ Knowing where your students are between achievement tests
- ✎ Knowing that you've made a difference

How Population & Performance Accountability FIT TOGETHER



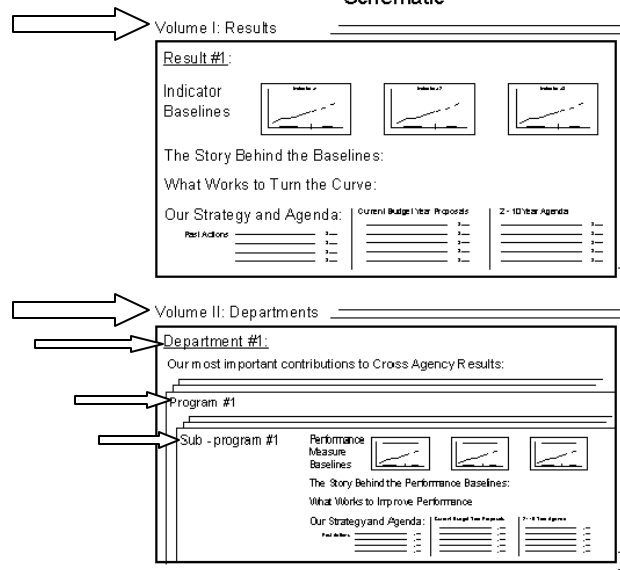
An Advanced View of the Relationship Between Indicators and Performance Measures

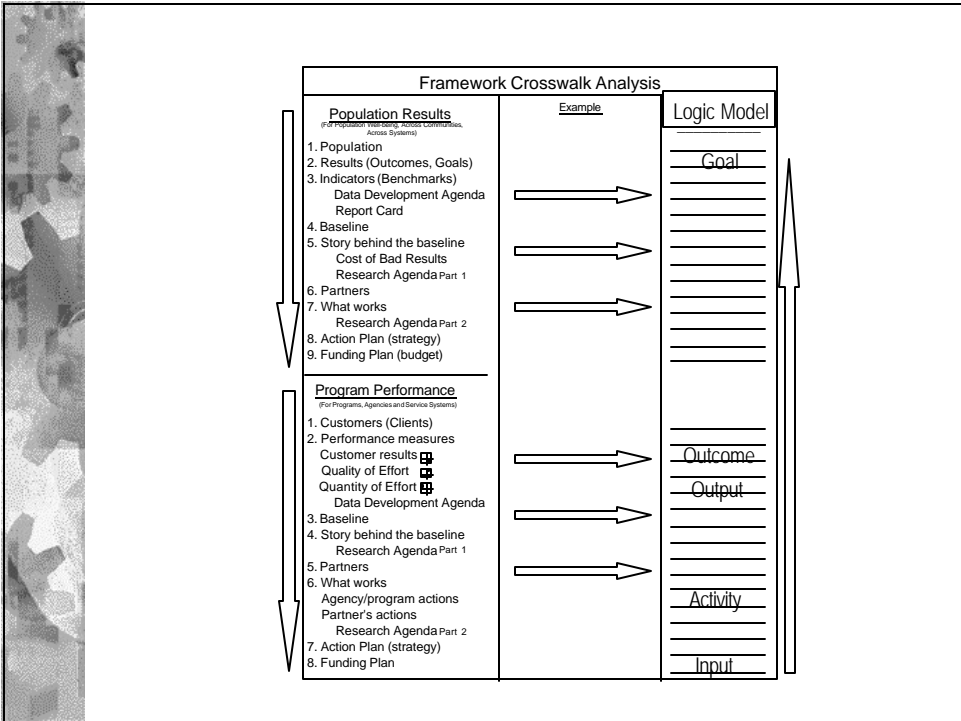
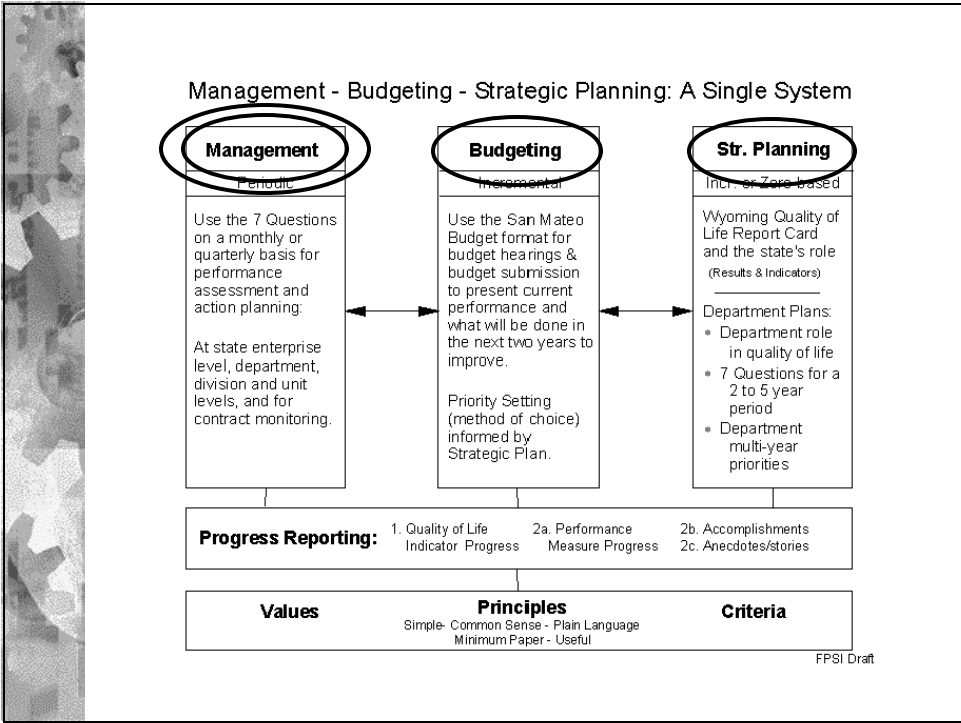
RBB201

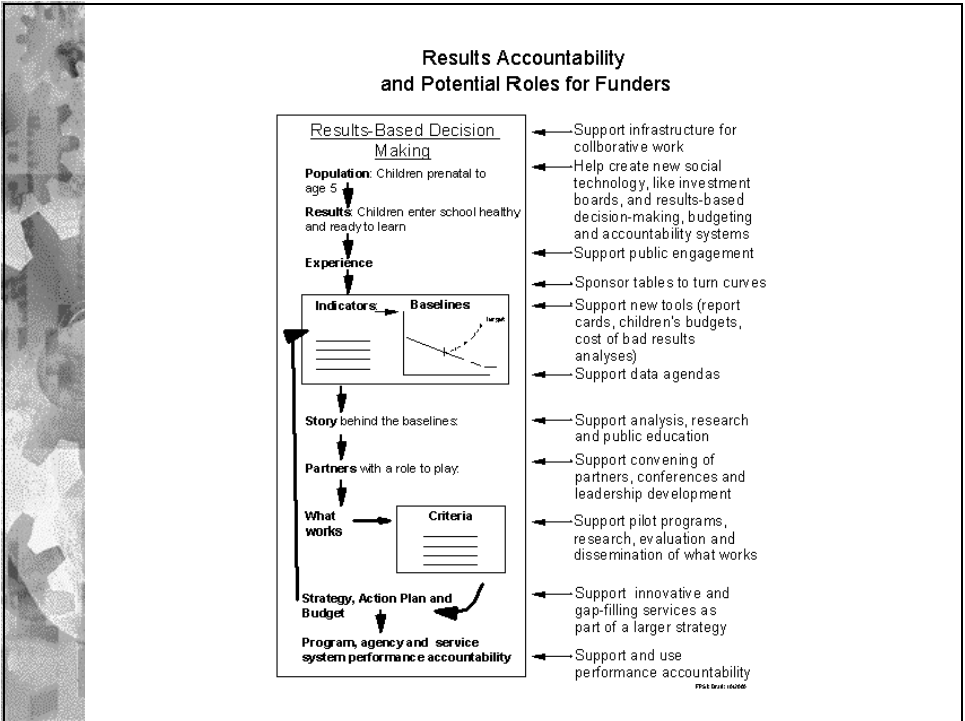
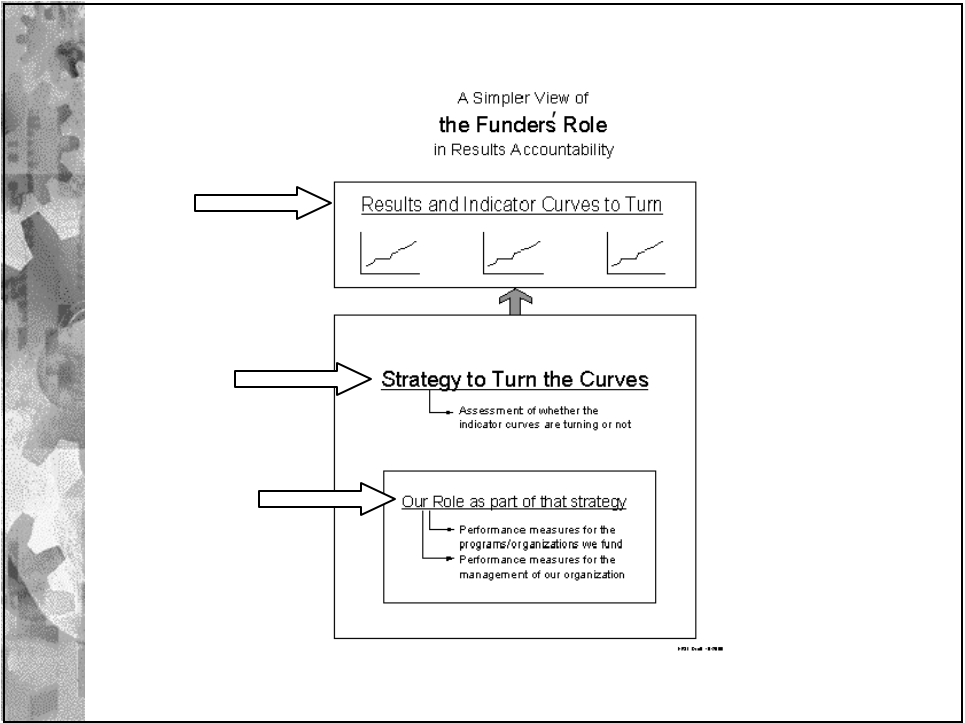


FPSI:
2/15/99

A Results-Based Budget Schematic









Board of Directors Meeting **AGENDA**

1. New data
2. New story behind the curves
3. New partners
4. New information on what works.
5. New information on financing
6. Changes to action plan and budget
7. Adjourn



Different Kinds of Progress

1. Data

a. Population indicators Actual turned curves:
movement for the better away from the baseline.

b. Program performance measures:
customer progress and better service:

How much did we do?
How well did we do it?
Is anyone better off?

2. Accomplishments: Positive activities, not included above.

3. Anecdotes: Stories behind the statistics that show how
individuals are better off.

What's Next?

A Basic Action Plan for Results Accountability

TRACK 1: POPULATION ACCOUNTABILITY

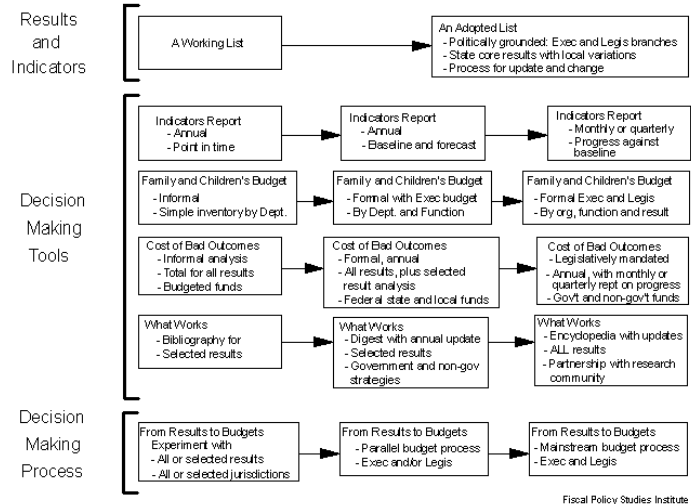
- Establish results
- Establish indicators, baselines and charts on the wall
- Create an indicators report card
- Set tables (action groups) to turn curves

TRACK 2: PERFORMANCE ACCOUNTABILITY

- Performance measures, baselines and charts on the wall for programs, agencies and service systems
- Use 7 Questions in management, budgeting and strategic planning

RESULTS BASED BUDGETING


A Strategy Map



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IN CLOSING

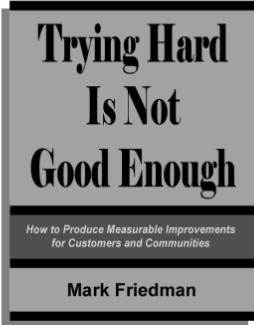


“If you do what you
always did,

you will get what
you always got.”

Kenneth W. Jenkins
President, Yonkers NY NAACP

THANK YOU !



**Trying Hard
Is Not
Good Enough**

How to Produce Measurable Improvements
for Customers and Communities

Mark Friedman

**Websites Supporting Results
Accountability:**

www.raguide.org

www.resultsaccountability.com

Book Orders:

www.trafford.com/05-1308

"Never doubt that a small group
of thoughtful committed citizens
can change the world.

Indeed it's the only thing
that ever has."

- Margaret Mead



EXERCISES

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Turn the Curve Exercise: Population Well-being

5 min: Starting Points

- timekeeper and reporter
- geographic area
- two hats (yours plus partner's)

10 min: Baseline

- pick a curve (or curves) to turn
- forecast – OK or not OK?

15 min: Story behind the baseline

- causes/forces at work
- information & research agenda part 1 - causes

15 min: What works? (What would it take?)

- what could work to do better?
- each partners contribution
- no-cost / low-cost ideas
- information & research agenda part 2 – what works

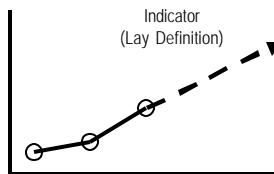
Two
pointers
to action

10 min: Report convert notes to one page

ONE PAGE Turn the Curve Report: Population

Result: _____

Indicator
Baseline



Story behind the baseline

----- (List as many as needed)

Partners

----- (List as many as needed)

Three Best Ideas – What Works

1. -----
2. -----
3. -----No-cost / low-cost
-----Off the Wall

Sharp
Edges

Turn the Curve Exercise: Program Performance

5 min: Starting Points

- timekeeper and reporter
- identify a program to work on
- two hats (yours plus partner's)

10 min: Performance measure baseline

- choose 1 measure to work on – from lower right quadrant
- forecast – OK or not OK?

15 min: Story behind the baseline

- causes/forces at work
- information & research agenda part 1 - causes

15 min: What works? (What would it take?)

- what could work to do better?
- each partners contribution
- no-cost / low-cost ideas
- information & research agenda part 2 – what works

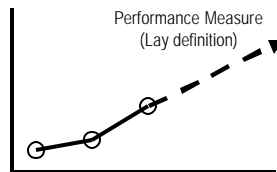
Two
pointers
to action

10 min: Report Convert notes to one page

ONE PAGE Turn the Curve Report: Performance

Program: _____

Performance
Measure
Baseline



Story behind the baseline

----- (List as many as needed)

Partners

----- (List as many as needed)

Three Best Ideas – What Works

1. -----
2. -----
3. -----No-cost / low-cost
-----Off the Wall

Sharp
Edges

20 Minute Exercise

2 customers →

1 measure →

1 measure →

Discuss how we're doing →

2 partners →

2 what works ideas (1 nc/lc) →

Discuss how to implement →

Performance Accountability

For Programs, Agencies and Service Systems

1. Who are our customers?
2. How can we measure if our customers are better off?
3. How can we measure if we are delivering service well?
4. How are we doing on the most important of these measures?
5. Who are the partners with a role to play in doing better?
6. What works, what could work, to do better?
7. What do we propose to do?

FPSI

- 52 -

40

20 Minute Exercise

1 population →

1 result →

1 indicator →

Discuss how we're doing →

2 partners →

2 what works ideas (1 nc/lc) →

Discuss how to implement →

POPULATION ACCOUNTABILITY

What population are we concerned about?
(e.g. U.S. population)

What condition(s) do we want for this population?
(Americans are free of cancer.)

How could we measure these conditions?
(e.g. cancer rates)

How are we doing on the most important of these measures?
(baseline history)

Who are the partners with a role to play in doing better?

What works – what would it take – to do better?
(What is our role?)

What do we propose to do?

Results Based Grantmaking Exercise

A. Result _____

10 min: B. Indicators

1. _____ For each:
 2. _____ Getting Better ↑ Getting Worse ↓
 3. _____ or About the Same? ↔

10 min: C. Story behind the baselines (Why better or worse?)

10 min: D. Partners with a role to play

15 min: E. What would it take? (5 most important strategies)

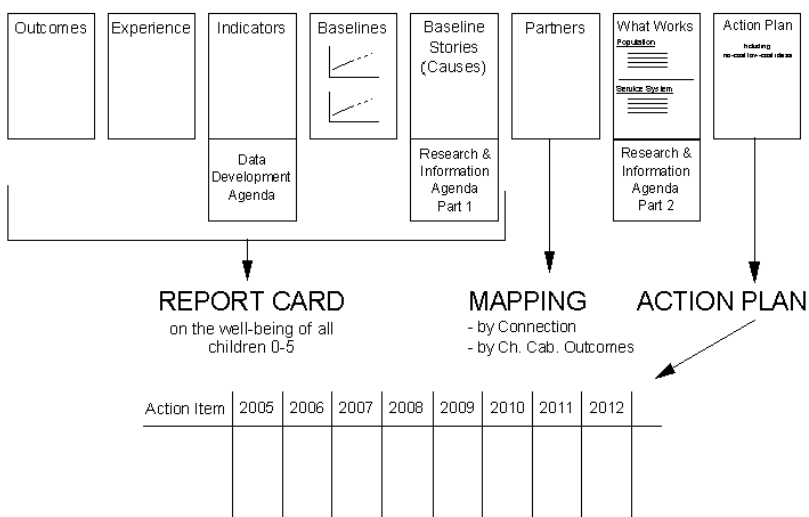
1. _____ 4. _____
 2. _____ 5. _____
 3. _____

10 min: F. Our Roles (3 best ideas)

1. _____ 3. _____
 2. _____ Off the wall: _____

Early Childhood Action Network for New Mexico's Young Children and Their Families

POPULATION LEVEL WORK



Additional Slides

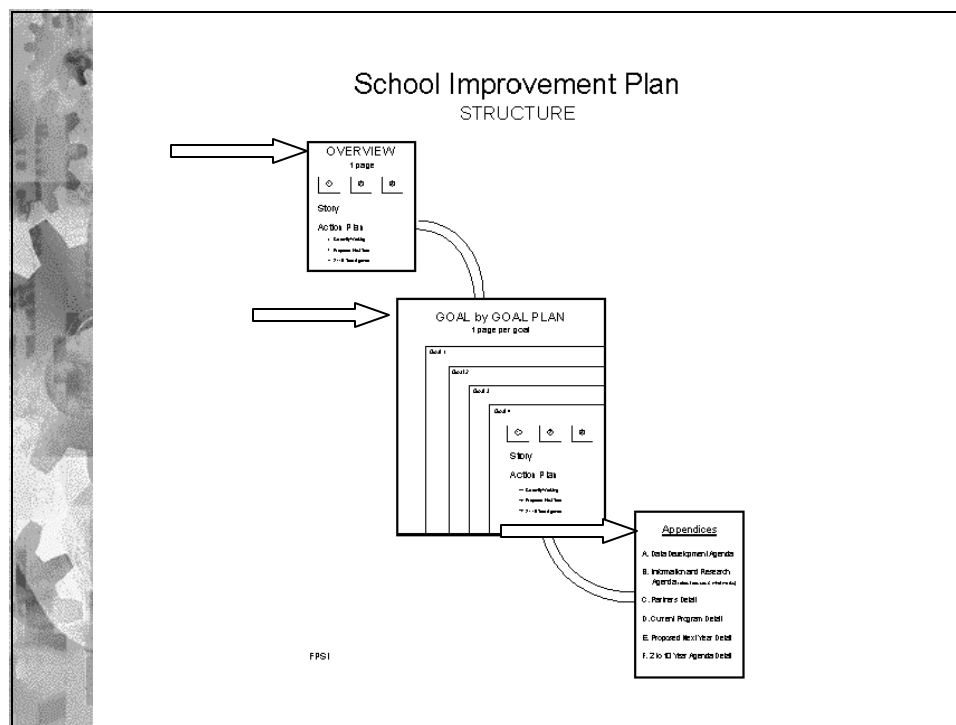
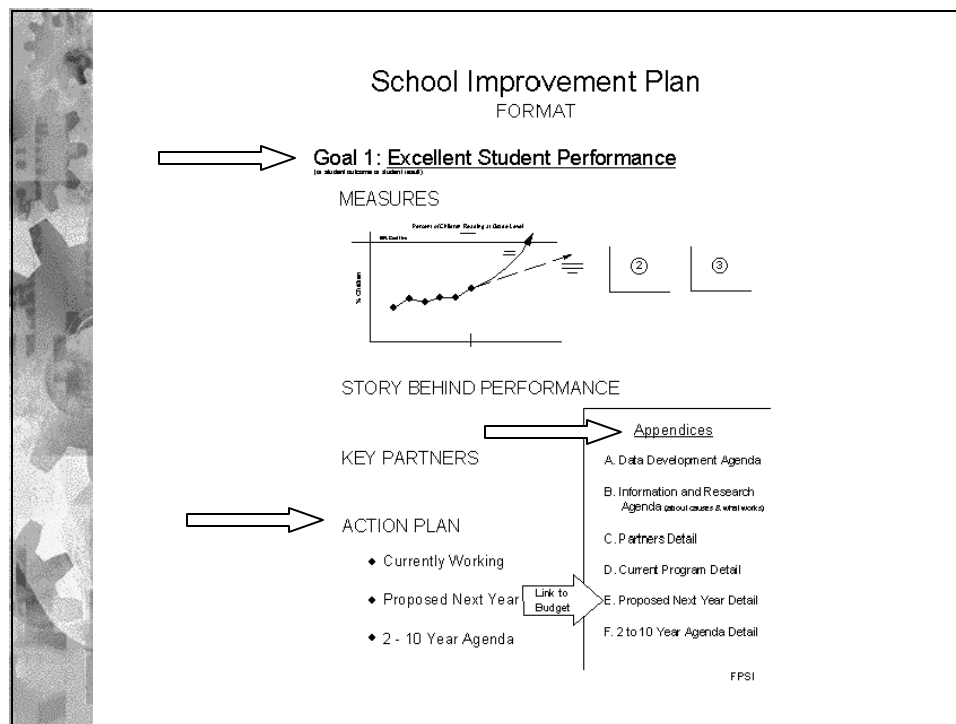
From What Works Ideas to a Public Square Strategy

Some Ideas on Sorting Criteria
(Not intended to take the place of hard thinking)

What Works Ideas	Criteria			
	Specificity	Leverage	Values	Reach
_____	Who, What, When, Where,How	To turn the curve	Community and Personal	Feasible Affordable
_____	H	M-H	H	H = this year
_____				M = next year
_____				L=2-10 years

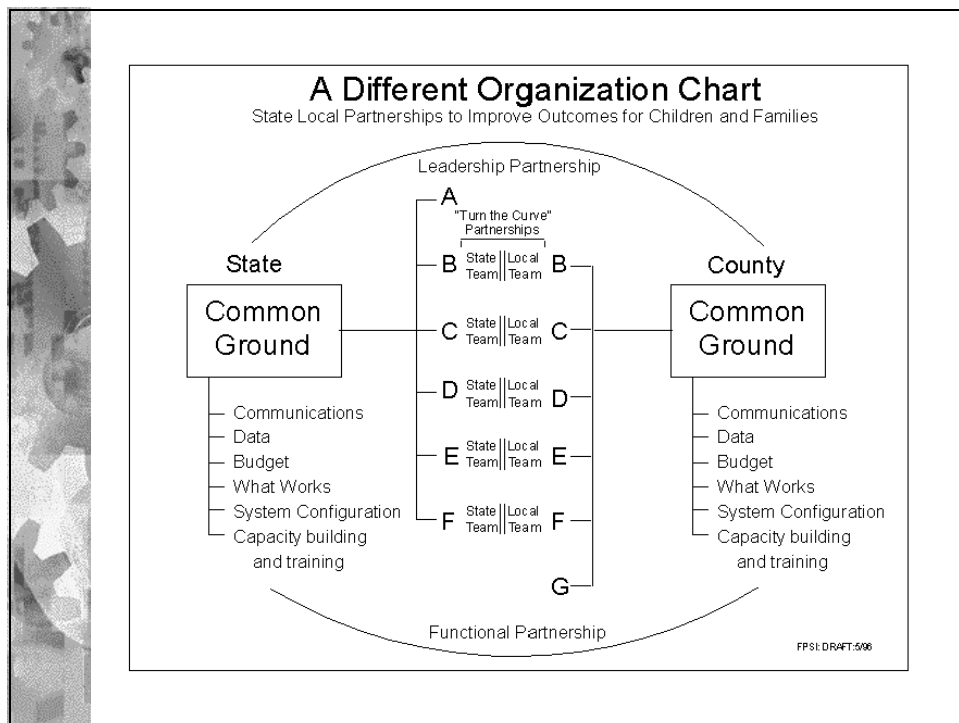
Total	Coherence and the Public Square			
Strategy - Action Plan -Budget				

FPSI



UNIFIED PLANNING STRUCTURE FOR EDUCATION							
Required Plans Consolidated Plan School Improvement Plan Technology Plan Professional Development Plan 301 Plan NCA Accreditation District Assessment Plan School Reform Plan	X X X X X	X X X X X	X 	X 	X X 	X X X 	X X
Customer Result, Goal or Purpose	All students proficient in reading math and science	All teachers and para professionals are highly qualified	All ELL students proficient in reading math and science	All students are safe and drug free	All students graduate from H.S.	All Parents are involved	Technology use is integrated to improve student achievement
Headline Performance Measures (and Baseline Picture- Charts on the Wall) Data source Targets	% proficient Reading, Math and Science	% highly qualified teachers % retention highly qualified teachers Ave class size	% ELL proficient Reading, Math and Science	Rate of drug use Rate of violence Rate of expulsions % positive attitudes	H.S. graduation rate	% Parents involved % Parents involved in technology	% Teachers technology literate % Students technology literate
Story - Common crosscutting analysis - Analysis specific to given measures Partners - Basic partners in all plans - Special partners for specific plans What works - Action Plan Crosscutting strategies - Strategies specific to given measures Budget / funding	↓	↓	↓	↓	↓	↓	↓
Appendices Demographics Secondary Measures Data Dev Agenda Information and Research Agendas About causes About what works	↓	↓	↓	↓	↓	↓	↓

Prepared for the Arizona Department of Education by the Fiscal Policy Studies Institute www.fpsid.edu, Draft March 2004



Trading Outcome Accountability for Fund Flexibility

The Elements of a New Deal

- **Who is Accountable?**
Creating a Framework for Cross-System Governance
- **For What Outcomes (or Results)?**
Creating a Framework of Outcomes and Indicators for which to be Accountable
- **With What Money?**
Creating Funding Packages with Natural Incentives for Better Performance
- **With What Standards and Safeguards?**
Reaching Agreement on Performance, and Reasonable Boundaries for Responsibility
- **With What Risks Rewards and Penalties?**
Creating Incentives and Defining Risk
- **For What Period of Time?**
Creating Room to Succeed

FPSI: 1/96

Approaches to Budget Cuts

Traditional Approach

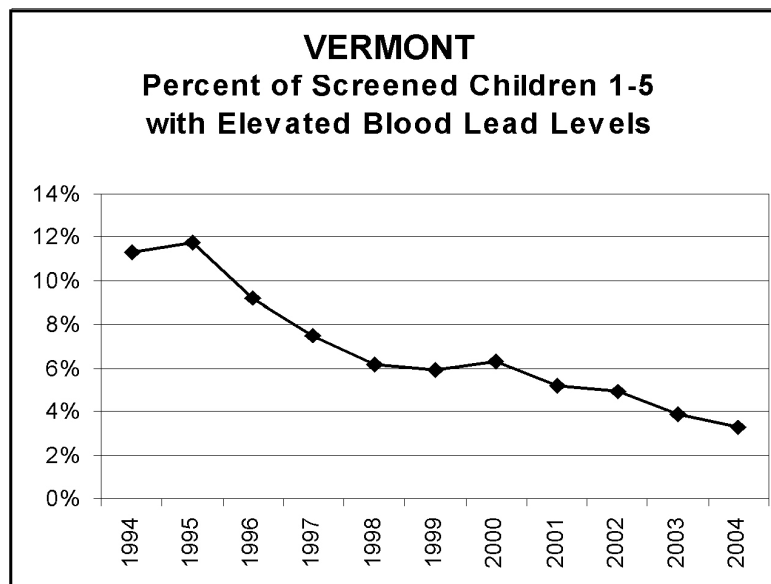
Life Health and Safety	Low Medium High	Mandated	Non-Mandated
			Cut here (Usually prevention and infrastructure)
		Keep here (Usually deep end services)	

Results Approach

Maintenance/ Infrastructure	Improving Results
Non-Essential (Cut here)	Not Working! (Cut here)
Essential (Keep here)	Working (Keep here)
Value based	Fact based

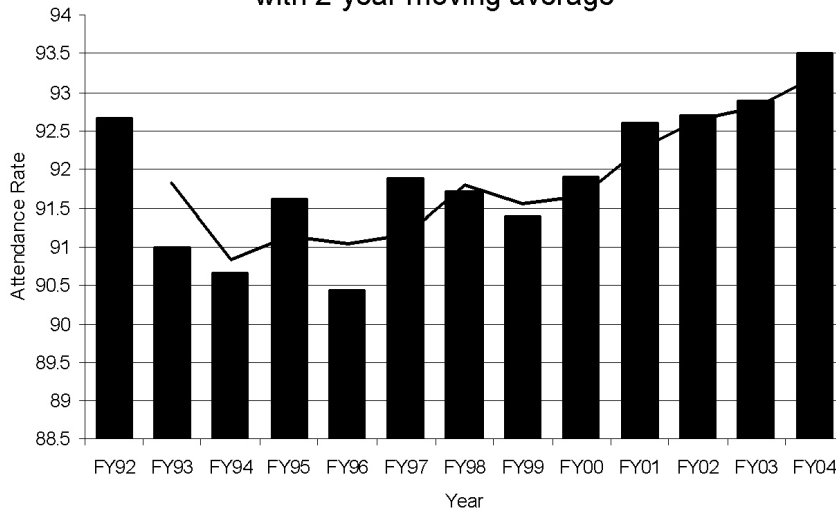
FPSI

Additional Turn the Curve Stories

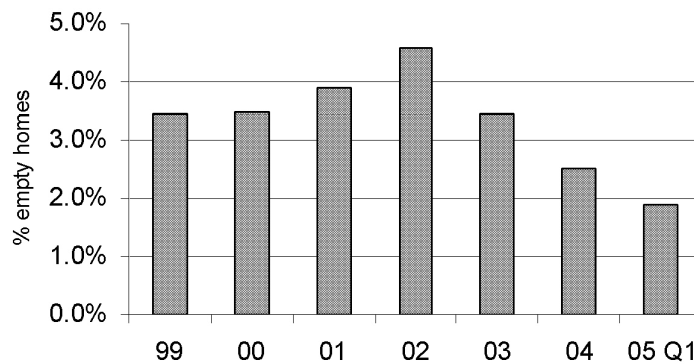


Source: Vermont Agency of Human Services

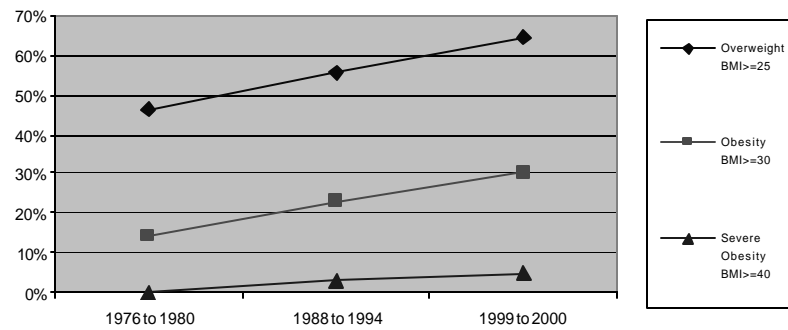
Montgomery County, Ohio K-12 Attendance Per Year with 2-year moving average



North Lincolnshire Public Sector Homes Percent Empty 1999 - 2005

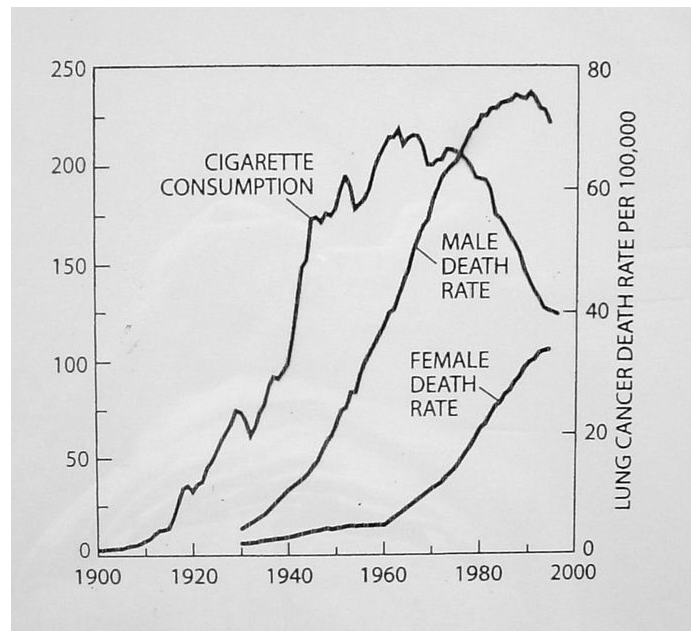


Overweight and Obesity in the U.S.



	BMI ≥ 25	BMI ≥ 30	BMI ≥ 40
1976 to 1980	46.0%	14.4%	no data
1988 to 1994	56.0%	23.0%	2.9%
1999 to 2000	64.5%	30.5%	4.7%

Source: CDC, National Center for Health Statistics, National Health and Nutrition Examination Survey, Health, United States, 2002. Flegal et. al. JAMA. 2002;288:1723-7. NIH, National Heart, Lung, and Blood Institute, Clinical Guidelines on the Identification, Evaluation and Treatment of Overweight and Obesity in Adults, 1998. As presented on www.obesity.org



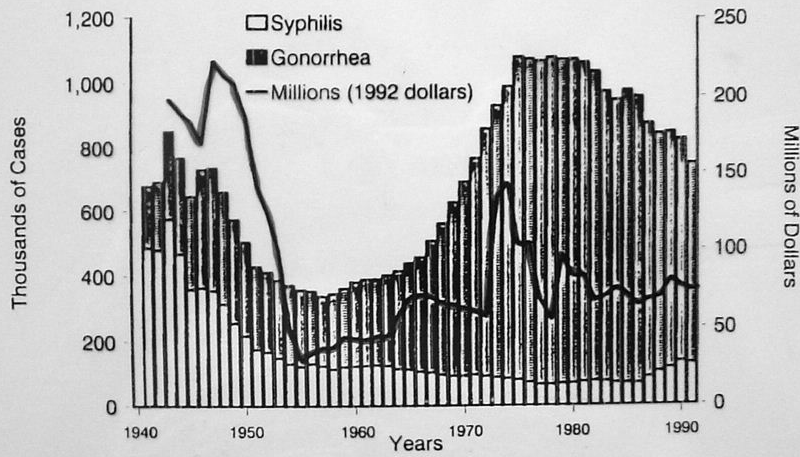
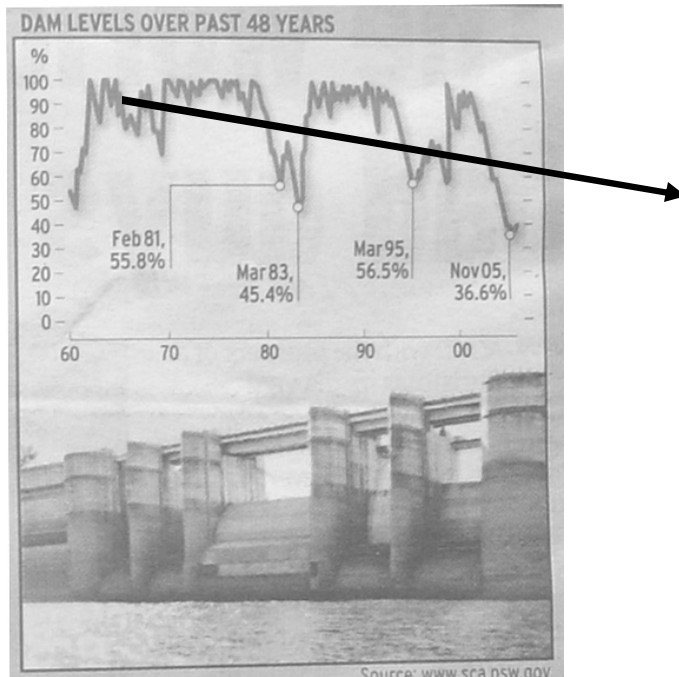


Figure 1: U.S. Trends in the Incidence of Gonorrhea and Syphilis Compared to Federal STD Control Funding: 1942-1992

Source: Centers for Disease Control & Prevention, 1993

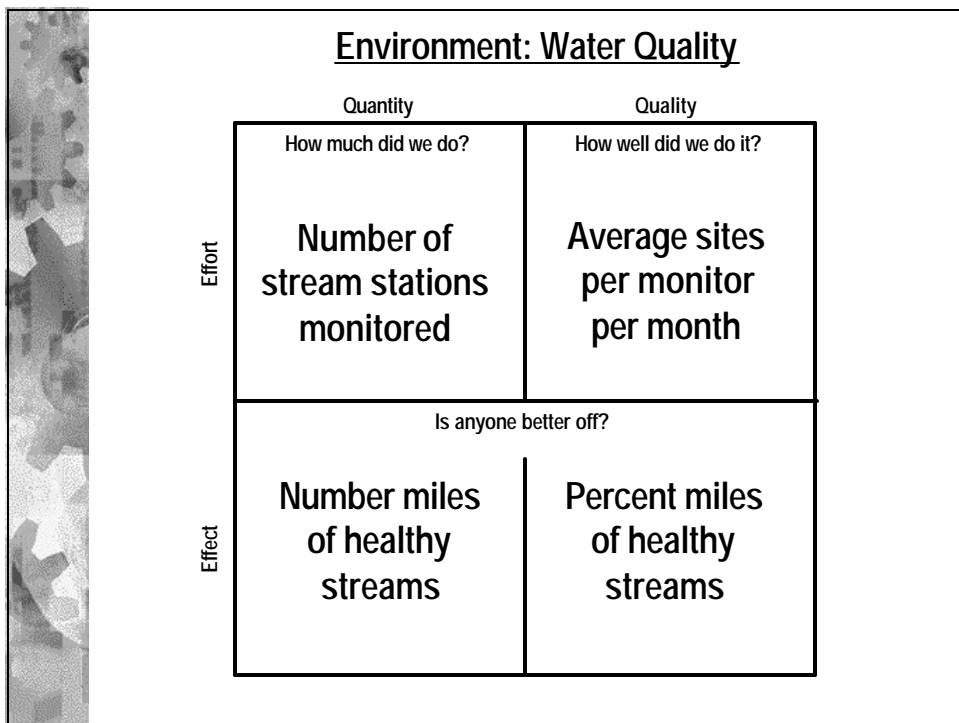
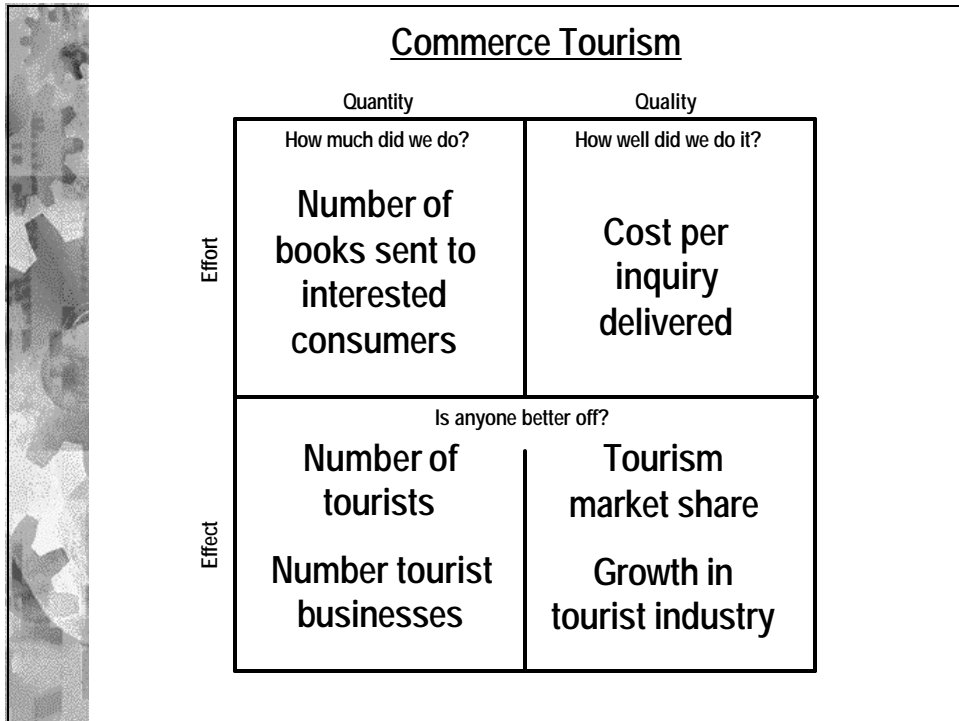


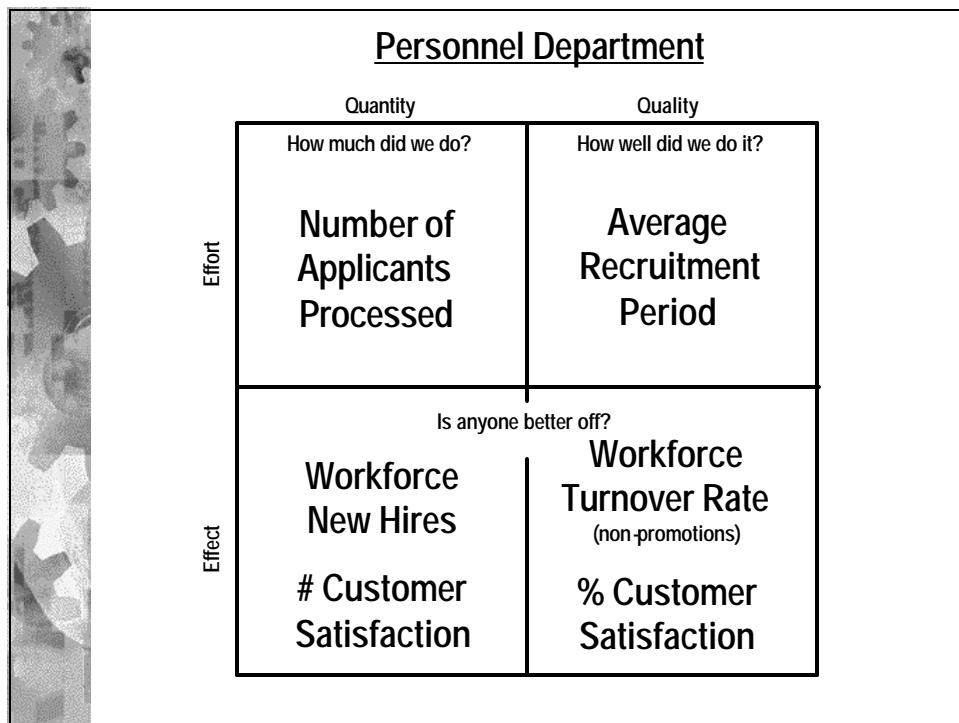
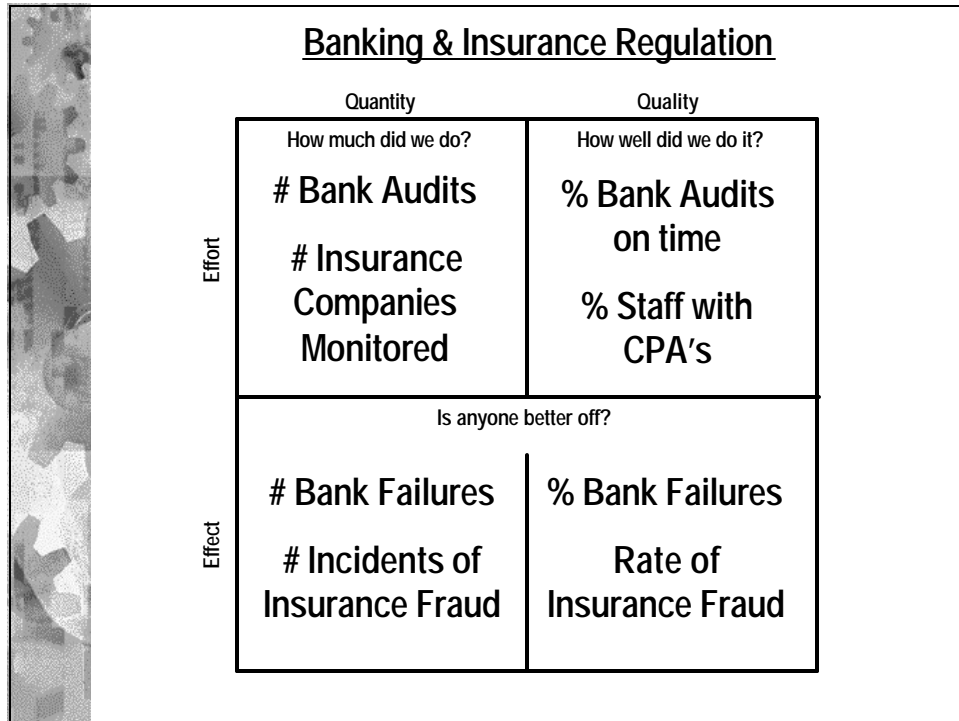
Additional Performance Measurement Examples

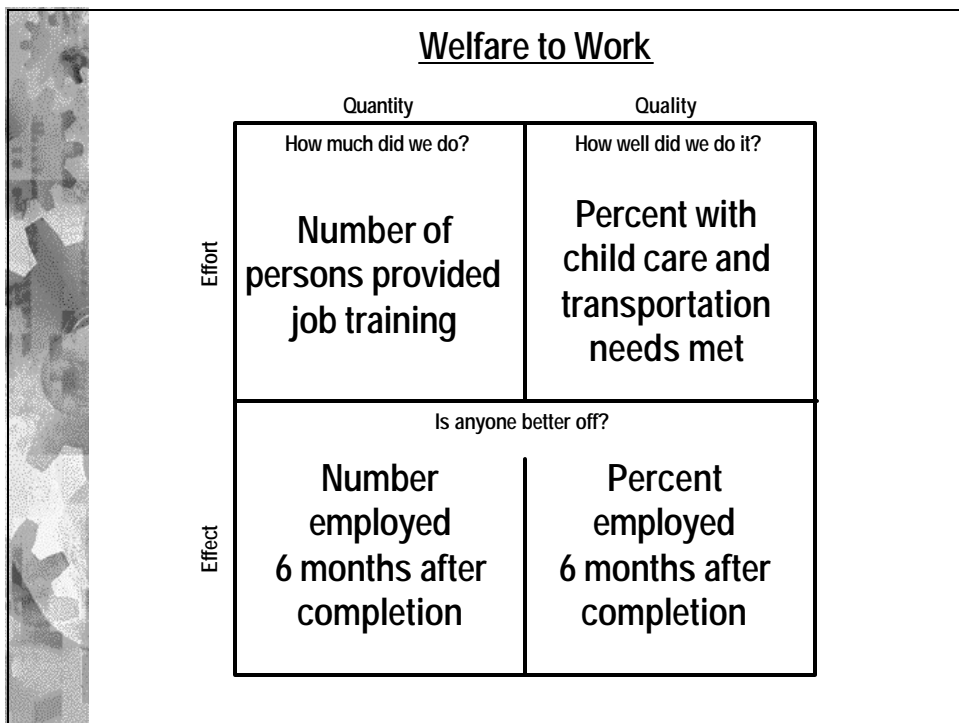
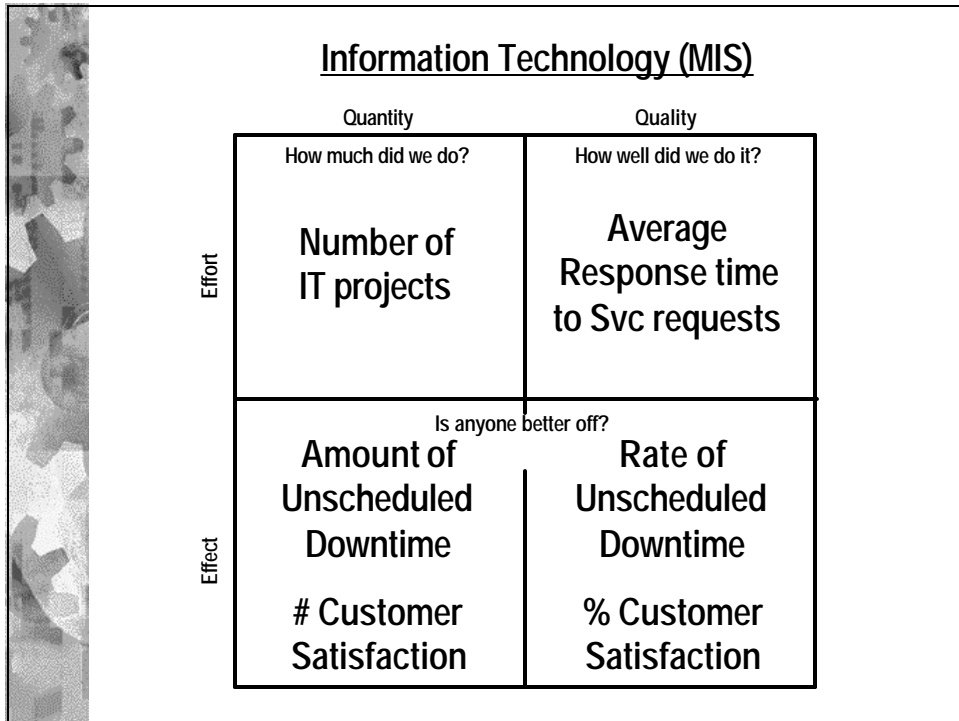
See also: www.raguide.org
Questions 3.10 and 3.11

DOT Road Maintenance

	Quantity How much did we do?	Quality How well did we do it?
Effort	Number of miles of road maintained	Percent of maintenance on schedule
	Is anyone better off?	
Effect	Number of accidents Number of new jobs	Accidents per mile Growth in road based jobs





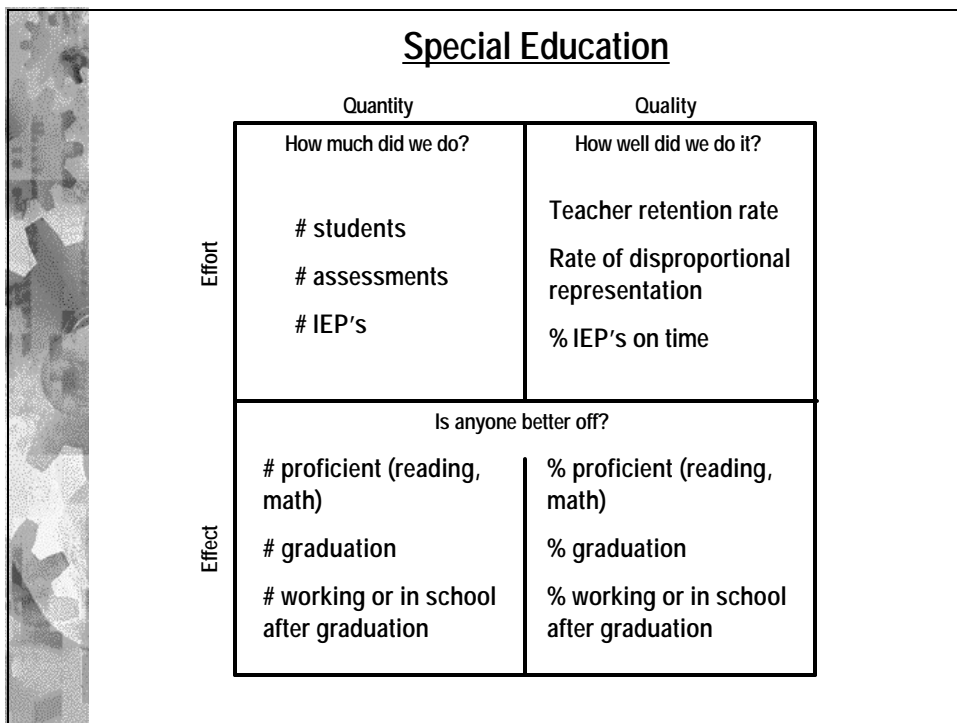
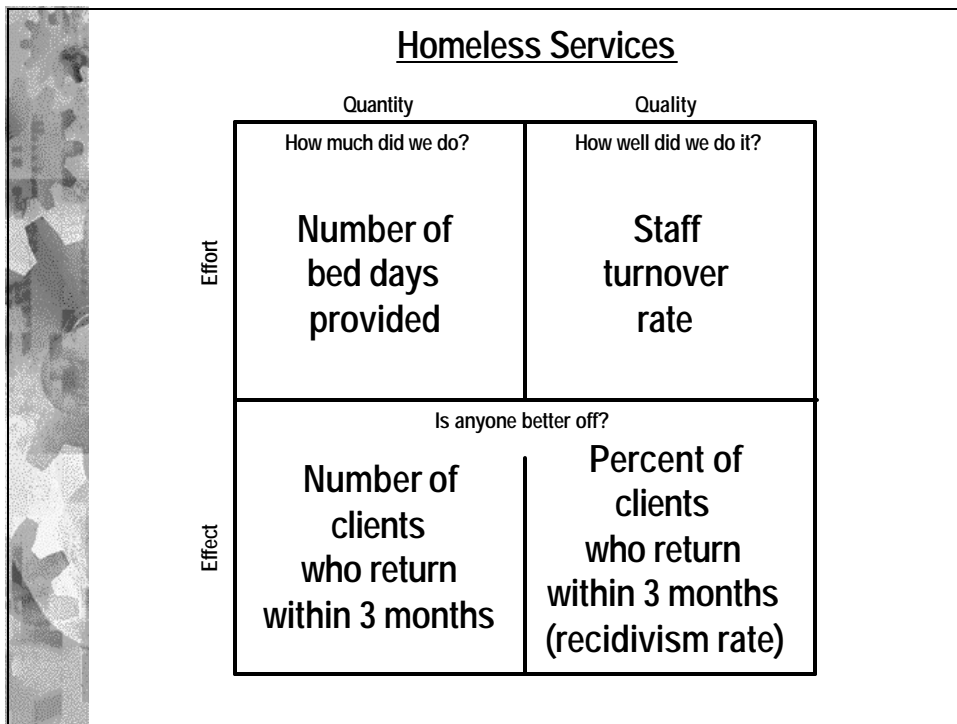


<u>Child Welfare</u>			
		Quantity	Quality
Effect	How much did we do?	How well did we do it?	
	Number of children in foster care	Average number of changed foster care placements per child	
Is anyone better off?			
Effect	Number of children in stable permanent plcmt after 6 months in care	Percent of children in stable permanent plcmt after 6 months in care	

<u>Corrections</u>			
		Quantity	Quality
Effect	How much did we do?	How well did we do it?	
	# Inmates	Rate of overcrowding	
Is anyone better off?			
Effect	# Recidivism	% Recidivism	

<u>Juvenile Justice</u>			
Effort	Quantity How much did we do?	Quality How well did we do it?	
	Number of children in custody	Percent of children in community based (vs. institutional) care	
Effect	Is anyone better off?		
	Number of children exiting custody with no repeat offence in 6 months	Percent of children exiting custody with no repeat offence in 6 months	

<u>Mental Health</u>			
Effort	Quantity How much did we do?	Quality How well did we do it?	
	Number of hours of treatment	Time until the next opening in the appointment schedule	
Effect	Is anyone better off?		
	Number of clients in school or employed	Percent of clients in school or employed	



Professional Development

	Quantity	Quality
	How much did we do?	How well did we do it?
Effort	Number of students & teachers served Number of workshops	Unit cost % of teachers with PD plan
Effect	Is anyone better off?	
	# teachers who used training (by self rept or observation)	% teachers who used training (by self rept or observation)
	# Teachers retained	Teacher retention rate
	# Achievement in classroom with trained teachers	Achievement rates in classroom with trained teachers

Wyoming Strategic Planning Design - Part I

(To be completed by the Governors Planning Department)

Quality of Life Result:

E.g. A Clean Environment, A Prosperous Economy, Strong Stable Families, Children Ready for and Succeeding in School, etc.

Why is this important?

Briefly explain, so a taxpayer could understand, why this quality of life condition is important to the people of Wyoming.

How are we doing?

Show the 3 to 5 most important indicators in the form of baselines with at least 3 years of actual history. Optional: provide a 2 year forecast at current effort level.



The story behind the baselines:

Explain, so a taxpayer could understand, the causes behind the indicator baselines above. Use additional data as necessary to tell this story.

What it will take to do better and the role of state government:

Include no-cost and low-cost ideas and the role of the state's partners.

Appendix A: Data development Agenda: List priorities for new or better indicator data

Wyoming Strategic Planning Design - Part II

Same format for Departments, Divisions and Programs

Department/Division/Program:

Contribution to Wyoming Quality of Life:

Briefly explain, so a taxpayer could understand, how your (Dept/Div/Prog), in conjunction with other public and private partners, contributes to the quality of life of the people of Wyoming.

Basic Facts:

Show total number of staff and size of budget in total and general funds.
List the 5 most important programs or functions and show annual number served,

Performance:

Show the 3 to 5 most important performance measures in the form of baselines with at least 3 years of actual history. Optional: provide a 2 year forecast of performance at current effort level.

Performance measures must be those that best answer the questions:

- How well are we delivering service?
- Are our customers better off? (CUSTOMER RESULTS)

--

--

--

Story behind (last 3 years of) performance:

Briefly explain, so a taxpayer could understand, the causes behind your performance for the last few years, including an explanation of the picture of performance shown in the baselines above. Reference your accomplishments where they have contributed. Use additional performance data as necessary to tell this story. Best formatting is short paragraphs with first sentence underlined.

What do you propose to do to improve performance in the next 2 yrs?

Include no-cost and low-cost ideas and the contribution of partners. Best formatting is short paragraphs with action item underlined.

Appendix A: Data development Agenda: List priorities for new or better data on performance

Appendix B: Link to Budget: Provide detail on priorities identified above which show in the current or proposed budget.

IDENTIFYING, SELECTING AND USING PERFORMANCE MEASURES

PART I: SELECTING PERFORMANCE MEASURES: Here is a five step process that is the fastest way (with practice about 45 minutes) to identify performance measures, select the most important ones and identify a data development agenda.

STEP 1. HOW MUCH WE DO (Upper Left): Draw the four quadrants on a big piece of flip chart paper. Start in the upper left quadrant. First put down the measure "# of customers served." in the upper left quadrant. Ask if there are better more specific ways to count customers or important subcategories of customers, and list them. (e.g. by age, by geography, by condition. Next ask what activities are performed. Convert each activity into a measure (e.g. "we train people" becomes # of people trained; "we repair roads" becomes # miles of roads repaired) When you're finished, ask if there are any major activities that are not listed. Don't try to get every last thing, just the most important.

STEP 2. HOW WELL DO WE DO IT? HOW WELL DO WE PERFORM THESE ACTIVITIES? (Upper Right): Ask people to review the standard measures for this quadrant that apply to most if not all programs, services or activities (e.g. unit cost, staff turnover, etc.) These are shown on the "Separating the Wheat From Chaff" worksheet (page 50) in the upper right quadrant under "Common Measures." Write each answer in the upper right quadrant.

Next take each activity listed in the upper left quadrant and ask if there are measures that tell whether that particular activity was performed well. If you get blank looks, ask if timeliness matters, if accuracy matters. Convert each answer into a measure and be specific (e.g. the timeliness of case reviews becomes "percent of case reviews completed within 30 days after opening;" response time becomes "percent of responses in less than 6 minutes.")

STEP 3. IS ANYONE BETTER OFF? (Lower Left and Lower Right): Ask "In what ways could customers/clients be better off as a result of getting this service? How we would know if they were better off in measurable terms?" Create pairs of measures (# and %) for each answer (e.g. # and % of clients who get jobs above the minimum wage). The # answers go in the lower left; the % answers go in the lower right.

NOTE: There are two ways to state these kind of measures: point in time measures (e.g. % of children with good attendance this report card period) and improvement over time measures (e.g.. % of children whose attendance improved since the last report card period).

Identifying the ways in which customers are better off is the most interesting and challenging part of this process. Dig deep into the different ways this can show up in the lives of the people served. Explore each of the four categories of "better-offness": skills/knowledge, attitude, behavior and circumstance. If people get stuck, try the reverse question: "If your service was terrible, how would it show up in the lives of your customers?"

Look first for data that is already collected. But be creative about things that could/should be counted and the ways in which data could be generated. It is not always necessary to do 100% reporting. Sampling can be used, either regular and continuous sampling or one time studies based on sampling. Pre and post testing can be used to show improvement over time in skills, knowledge or attitude. Surveys can be used which ask clients to self report improvement or benefits.

NOTE: Every performance measure has two incarnations: a lay definition and a technical definition. The lay definition is one that anyone could understand (e.g. Percentage of clients who got jobs) and a technical definition which, for percentages, exactly specifies the numerator and denominator (e.g. the number of clients who got jobs this month, divided by the total number of clients enrolled in the program at any time during the month).

PAUSE: Now you have filled in the four quadrants with as many entries as you can. Next we select the most important measures and a data development agenda. Here's a SHORT CUT way to do that:

STEP 4. HEADLINE MEASURES: Identify the measures in the upper right and lower right quadrants for which there is (good) data. This means decent data is available today (or could be produced with little effort). Circle each one of these measures with a colored marker. Ask the following question: "If you had to talk about your program in a public setting with just one of these circled measures, which one would it be?" Put a "star #1" by the answer. Then ask "If you could have a second measure... and a third?" You should identify no more than 3 or 4 measures. And those should be a mix of upper right and lower right quadrant measures. These choices represent a working list of headline measures for the program.



STEP 5. DATA DEVELOPMENT AGENDA: Ask "If you could buy one of the measures for which you don't have data, which one would it be?" The word buy is used deliberately because data is expensive both in money and employee time.) Mark each answer with a different colored marker. "If you could have a second measure... and a third?" List 3 or 4 measures. These answers are the beginning of your data development agenda *in priority order*.

A Simplified View of Results Accountability for Community-wide Efforts to Improve the Well-being of Whole Populations

Answer these questions (every week, month, quarter or year):

1. What population are we concerned about?
2. What conditions of well-being do we want for these folks? (results)
3. How could we measure these conditions? (experience & indicators)
4. How are we doing on the most important measures? (baselines)
5. Who are the partners who have a role to play in doing better?
6. What works (what would it take) to do better?
7. What do we propose to do?

Put it in this format:


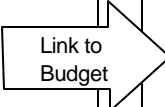
<u>Result:</u> Clean Environment	
Indicator Baselines	
	
Story behind the baselines	
What it would take to turn the curves?	
What we and our partners propose to do.	
	
<u>Optional Appendices</u>	
A. Data Development Agenda	
B. Information and Research Agenda (about causes & what works)	
C. Secondary Measures detail	
D. Partners detail	
E. Current actions (that are working)	
F. Proposed next year detail	
G. 2 to 10 Year agenda detail	

A Simplified View of Performance Accountability for Programs, Agencies and Service Systems

Answer these questions (every week, month, quarter or year):

1. Who are our customers? (customer population)
2. How can we measure if our customers are better off?
(customer results)
3. How can we measure if we're delivering service well?
4. How are we doing on the most important of these measures?
(baselines and the story behind the baselines)
5. Who are the partners who have a role to play in doing better?
6. What works to do better?
7. What do we propose to do?

Put it in this format:

<u>Program:</u> Road Maintenance		
Mission or Purpose of the Program		
Performance Measure Baselines		
		
Story behind the baselines		
What will be done to improve performance in the next two years.		
		

Optional Appendices

- A. Data Development Agenda
- B. Information and Research Agenda (about causes & what works)
- C. Secondary Measures detail
- D. Partners detail
- E. Current actions (that are working)
- F. Proposed next year detail
- G. 2 to 10 Year agenda detail

A Simplified View of Results Based Grantmaking for Foundations and Other Funders

Answer these questions (every week, month, quarter or year):

1. What conditions of well-being do we hope to affect for the better (results)?
2. How would we recognize those conditions in measureable terms (indicators)?
3. For the places we are considering helping, how are they doing on these measures (baselines)?
4. What is the story behind the baselines?
5. Who are the partners who have a potential role to play in doing better?
6. What would it take to turn the curves? What strategy should the community (city, county, state) as a whole pursue to make this happen?
7. What is our role in that larger strategy?

Put it in this format:

<p><u>Result:</u> Children live in safe and loving families</p>	
<p>Indicator Baselines (and/or Service System Performance baselines)</p>	
<div><div></div><div></div><div></div></div>	
<p>Story behind the baselines</p>	
<p>What would it take (what complete strategy is required) to turn the curves?</p>	
<p>Our role in this larger strategy</p>	
<div>Link to Budget</div>	

<p><u>Optional Appendices</u></p> <p>A. Data Development Agenda</p> <p>B. Information and Research Agenda (about causes & what works)</p> <p>C. Secondary Measures detail</p> <p>D. Partners detail (current & potential)</p> <p>E. Current actions (that are working)</p> <p>F. Proposed next year detail</p> <p>G. 2 to 10 Year agenda detail</p>

TOOL FOR CHOOSING A COMMON LANGUAGE

Framework Idea	Choices		Chosen Word or Phrase Each word or phrase can be used only once.
	Common Labels for Each Idea	Modifiers (if you must)	
A. The Basics			
1. A condition of well-being for children, adults, families and communities stated in plain language.	Result, Outcome, Goal, Vision	Population Community-wide (For "client results" see D3)	1.
2. A measure that helps quantify the achievement of a result.	Indicator, Benchmark		2.
3. A coherent set of actions that has a reasoned chance of working to improve results.	Strategy, What works		3.
4. A measure of how well a program, agency or service system is working.	Performance measure Performance indicator	Program, Agency, System, Cross-system	4.
B. Other Important Ideas - Part 1			
1. A picture of a desired future, one that is hard but possible to attain.	Vision, Desired future	Often contains one or more results	1.
2. The purpose of an organization.	Mission, Purpose		2.
3. A person or organization who benefits from program or agency service delivery.	Customer, Client, Consumer		3.
4. A person or organization who has a significant interest in the performance of a program, agency or service system.	Stakeholder, Constituent		4.
5. A person or organization who has a role to play in improving results.	Partner	Current, Potential	5.
6. A visual display of the history and forecast(s) for a measure.	Baseline, Trendline		6.
7. An analysis of the conditions, causes and forces at work that helps explain why a baseline looks the way it does.	Story behind the baseline, Epidemiology, Etiology		7.
8. Possible actions that could make a difference on a result or performance measure.	What works, Options, Strategy	Research-based Asset-based	8.
9. A description of proposed actions.	Action plan, Strategy, Strategic plan		9.
10. The components of an action or strategic plan.	Goals and Objectives, Planned actions		10.
11. A description of the funding of existing and/or proposed actions.	Budget, Funding plan		11.
12. A document that describes what new data is needed or existing data that needs to be improved.	Data Development Agenda		12.
13. A document that describes what new information is needed about causes, conditions and/or what works.	Information and Research Agenda	About causes, About solutions	13.
14. A desired level of achievement for an indicator or performance measure.	Target, Goal, Standard	Realistic, Arbitrary, Punitive, Insane	14.

TOOL FOR CHOOSING A COMMON LANGUAGE Page 2

Framework Idea	Choices		Chosen Word or Phrase Each word or phrase can be used only once.
	Common Labels for Each Idea	Modifiers (if you must)	
C. Other Important Ideas - Part 2			
1. A description of why we think an action or set of actions will work.	Theory of change, Logic model	Used at both the population and performance levels.	1.
2. A structured analysis of how well a program is working or has worked.	Program evaluation		2.
3. A system or process for holding people in a geographic area responsible for the well-being of the total population or some defined subpopulation.	Results Accountability Results-based Accountability Outcome Accountability Outcome-based Accountability	"Results Accountability" is sometimes used to describe all of 3 through 7 combined.	3.
4. A system or process for holding managers and workers responsible for the performance of their programs, agencies and service systems.	Performance accountability	Program, Agency, Service system	4.
5. A system or process of working from ends to means, using population and / or program results to drive decisions about what to do.	Results-based decision making, Outcome-based decision making		5.
6. A system or process of working from ends to means, using population and / or program results to drive the budget.	Results-based budgeting, Outcome-based budgeting		6.
7. A system or process of working from ends to means, using population and/or program results to drive grantmaking decisions.	Results-based grantmaking, Outcome-based grantmaking		7.
D. Types of Performance Measures			
1. Measures of the quantity or amount of effort, how much service was delivered.	How much did we do?, Input, Output, Resources, Process measure, Product measure		1.
2. Measures of the quality of effort, how well the service delivery and support functions were performed.	How well did we do it?, Efficiency measure, Process measure Customer satisfaction		2.
3. Measures of the quantity and quality of effect on customers' lives.	Is anyone better off?, Effectiveness measure, Customer result, Customer outcome, Impact, Cost / benefit ratio, Return on investment, Output, Outcome, Product, Value added, Customer satisfaction	Program, Agency, Service system	3.
E. A Basketfull of Modifiers to use with any of the above.	Measurable, Urgent, Priority, Targeted, Incremental, Systemic, Core	Quantitative, Qualitative, Positive, Negative, Short-term Mid-term, Long-term	Intermediate, Internal, Infernal External, Eternal, Allegorical, Extraterrestrial

Elections Program (1330P)

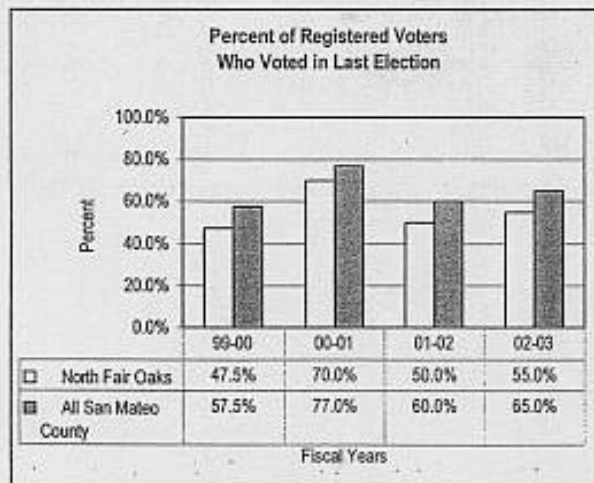
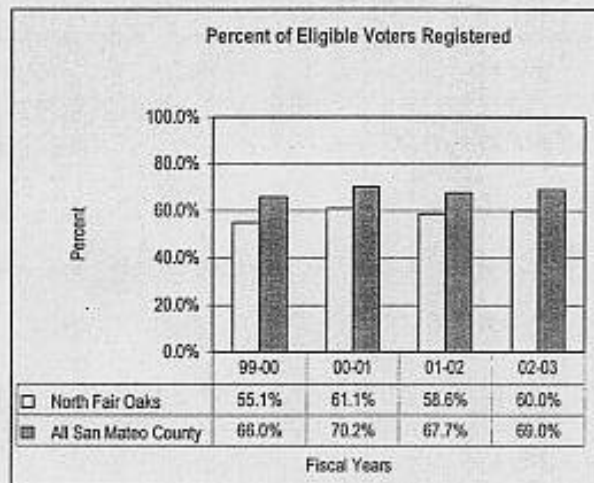
Department: Assessor-County Clerk-Recorder

FY 2002 and 2003 Recommended Budget

Program Outcome Statement

The Elections Division promotes civic involvement in the election process by registering eligible voters and conducting honest and accurate elections on behalf of the citizens of San Mateo County.

Headline Measures



Story Behind Baseline Performance

During FY1999-2000, Elections staff conducted the following purges of the voter file: SB 1313 purge (which requires the review and cleanup of voter files to ensure all information is current), targeting voters who had not voted in four years, and also Change of Address purge using post office data. More than 30,000 voters were removed from active voter file as a result of these efforts. There was a larger increase in voter registrations in February 2000, in anticipation of the March 2000 Presidential Primary Election. In addition, there was an increase in voter turnout during the November 2000 Presidential General Election. As anticipated, more people register and vote during a Presidential Primary and General Election. Voter registration and turnout is anticipated to drop off in FY 2001-02. However, voter registration and turnout will increase slightly in FY 2002-03 due to the November Gubernatorial Election.

There will be ongoing voter registration occurring via Department of Motor Vehicles registrations, political party activity in the County and via the 210 affidavit sites, including four in the North Fair Oaks Area, administered by the League of Women Voters.

What Will Be Done to Improve Performance in the Next Two Years

The Elections Office will meet performance targets by doing the following:

Continue Community Outreach and Education to Increase Voter Registration and Turnout

- Partner with League of Women Voters, community organizations, county agencies, political parties and other resources
- Develop a plan to coordinate the voter registration activities of the political organizations
- Partner with "Frontiers in Leadership" to engage in voter registration and voter turnout efforts
- Attend festivals and major community events to register people
- Conduct voter registration and voting classes in the community at key locations, including the community center and local schools

Performance Measures Summary Table

Performance Measures	FY 98-99 Actual	FY 99-2000 Actual	FY 2000-01 Estimate	FY 2001-02 Target	FY 2002-03 Target
What/How Much We Do					
Number of new voters registered:					
- North Fair Oaks	402	443	600	400	450
- All San Mateo County	22,404	24,482	25,000	20,000	25,000
How Well We Do It					
Percent of eligible voters registered to vote:					
- North Fair Oaks	57.5%	55.1%	61.1%	58.6%	60.0%
- All San Mateo County	70.1%	66.0%	70.2%	67.7%	69.0%
Is Anyone Better Off?					
Number of registered voters who voted in last election:					
- North Fair Oaks	1,723	2,198	3,539	2,640	2,772
- All San Mateo County	150,967	181,190	261,297	207,268	217,631
Percent of registered voters who voted in last election:					
- North Fair Oaks	36.3%	47.5%	70.0%	50.0%	55.0%
- All San Mateo County	44.8%	57.5%	77.0%	60.0%	65.0%

RESULTS ACCOUNTABILITY IMPLEMENTATION

Self Assessment Questions

1. Has your group or organization adopted a common language using the tool for choosing a common language or some other method? Does this common language allow you to clearly distinguish population and performance accountability?
2. Has your organization identified one or more population level results or conditions of well-being stated in plain language to which your work contributes?
 - a. Have you identified the 3 to 5 most important indicators for each of these results?
 - b. Have you created a baseline with history and a forecast for each of these measures?
 - c. Have you analyzed the story and causes behind these baselines?
 - d. Do you have a written analysis of what it would take to turn these conditions around at the national, state, county, city or community level?
 - e. Have you articulated the role your organization plays in such a strategy?
3. Has your organization established the 3 to 5 most important performance measures for what you do, using the performance accountability categories *How much did we do? How well did we do it? Is anyone better off?*
 - a. Have you created a baseline with history and a forecast for each of these measures?
 - b. Do you track these measures on a daily, weekly, monthly or quarterly basis?
 - c. Do you periodically review how you are doing on these measures and develop action plans to do better using the performance accountability 7 questions?
 - d. Have you adapted your organization’s management, budget, strategic planning, grant application, and progress reporting forms and formats to reflect systematic thinking about your contribution to population conditions and your organization’s performance?
4. Are the population and performance baseline curves you are trying to turn displayed prominently as one or more charts on the wall?
5. Have you identified an in-house expert to train and coach other staff in this work?